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Introducing Our Authors . . .

J. J. OPPENHEIMER presents A BASIC CHALLENGE TO JUNIOR COLLEGES as this month's editorial. An active teacher for the past 32 years, Dr. Oppenheimer believes that education should work realistically for a better life and is continually organizing and reorganizing to that end. "I wouldn't know what to do," he confesses, "in a traditional institution where one was not allowed to do experimental work on the curriculum." He has had much opportunity to do what he likes, however—as dean of Stephens College, Missouri, from 1920-30 assisting Dr. Charters in the reorganization of the college, and at present as dean of the College of Liberal Arts of the University of Louisville, Kentucky, working with the faculty on revising the curriculum. He has been a visiting professor at Ohio State University, University of Idaho, University of Missouri, and University of Minnesota, where he has taught courses on the junior college.

GEORGE A. GILGER, JR., is instructor in industrial chemistry at New York State Agricultural and Technical Institute, Canton, having started there in 1937 the only public, two-year chemistry curriculum of junior college grade in the state. In NEW TYPES OF JUNIOR COLLEGES IN NEW YORK he writes of the state's six publicly supported agricultural and technical institutes classified for the first time this year as junior colleges. His article is based in part on information contained in his doctoral dissertation, *A Comparative Study of the School Populations of the New York State Schools of Agriculture at Alfred, Canton and Morrisville*. From 1934-37 Dr. Gilger was acting director of the Emergency Collegiate Centers, junior colleges which were located in 11 towns in central New York and supervised by the New York State College of Forestry at Syracuse University.

JAMES MADISON WOOD, as president of Stephens College, Missouri, works on the theory of "functional education for women" to train them for their responsibilities as "the wives, mothers, homemakers and citizens of a democracy." Proof that this training is really functional is seen in the account of the activities of Stephens girls during the current crisis presented by Dr. Wood in PATRIOTISM AND THE COLLEGE STUDENT. Dr. Wood has been president of Stephens for the past 30 years during which time the college has expanded from an enrollment of 50 students to 1,750, from 3 buildings to 30. An air enthusiast, Dr. Wood

has been named by two major airlines as one of five most travelled people of the year.

MICHAEL F. MOLONEY labels himself "a sometimes crusty and often unimpressible instructor" in ADVANCED WRITING AT WRIGHT; yet his article's sympathetic handling of the writing struggles, failures, and successes of his students completely disproves this characterization. Before going to Wright Junior College, Illinois, as instructor in English, Dr. Moloney taught for 10 years.

CHARLOTTE I. LEE thinks America might make the verse choir an art form of its own since it is "peculiarly suited to our robust poetry and our rhythm-loving young people." That she is doing her part to foster this is obvious in VERSE CHOIR AT WILLIAM WOODS COLLEGE. Miss Lee's interest in speech in general and choric reading in particular has filled her life with stimulating activities—study in London several years ago under Marjorie Gullan, noted exponent of choric reading; heading the speech department at William Woods College, Missouri, and organizing the verse speaking choir there a year ago; summing in Illinois at Northwestern University as a member of the summer faculty of the speech department and writing plays and actually having them accepted for publication.

LEON EUBANKS does not always agree with what other educators think and he has said so in provocative articles published in various educational journals. One of his most recent invectives, delivered against some terminal education theories, was prompted by discussions at the Peabody workshop last summer and is published here under the title TERMINAL EDUCATION AGAIN. For the past eight years Mr. Eubanks has taught English at East Central Junior College, Mississippi, where he is now also dean of men.

KARL M. ROTH has spent 15 years in the world of aircraft industry and the past four years teaching what he learned in that world. He views with alarm the lowering of junior college standards as a result of the national defense program and writes BETTER GET BACK ON THE BEAM to remind junior college administrators of their responsibility to youth and industry. At present he is chairman of the Department of Trades and Industry at Modesto Junior College, California, having given up his duties as factory superintendent of Stearman-Hammond Aircraft in San Francisco to start this department in 1937.

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A Basic Challenge to Junior Colleges

[EDITORIAL]

TODAY when we are witnessing a life and death struggle between democracy and totalitarianism it behooves junior college administrators and instructors to examine some fundamental issues. There are many who believe that education too narrowly conceived has much to do with the present world conflict and that the roots of the conflict are deeply imbedded in western culture.

The unbelievable resurgence of the spirit of barbarism, the conversion of great nations of seemingly civilized people into a huge war machine, the diabolical use of fear psychology, the utter stultification of a whole continent to the total disregard of human values and of rights of personality, and the magnification of power as an ideal—all these characteristics of the world struggle present to us a challenge of the first magnitude. Could it be that these represent a deep inner conflict in our cultural heritage? Do these have historical explanations? For some years students of our culture have been pointing out the fact of and the dangers of the complete divorcement of our humane and social values from science and science-made technology. For over 20 centuries, one view has it, there has been a growing split between the ideal and the real, the spiritual and the worldly, and the

humanistic and the scientific. With the rise of modern science, it seems to me that there can be little doubt of the magnification of these dualisms. Further it seems evident that there has been a tacit understanding of their separation—the old cultural order of ethics, philosophy, literature, and the arts on the one hand, and the newer order of science and its multifold application in everyday life on the other. Certainly this dualism has been carried to an unmistakable degree in higher education. This has meant the compartmentalization of personal and social lives. Values have been separated from uses. If, as some of our philosophers are pointing out, we are seeing in the present world upheaval the logical consequence of this basic struggle, it would seem the part of wisdom for a college to live up to its highest function of freeing its students from this age-old curse. I am under no delusion that this task of bringing a sense of community in our culture is one that requires the cooperation of all educational and civilizing forces. It will require a new concept of the unity of human life and of the universe. But if the problem is valid, I believe a junior college faculty could not address itself to a more fundamental question.

J. J. OPPENHEIMER.

New Types of Junior Colleges in New York

GEORGE A. GILGER, JR.

RECENT legislation has consummated the change in New York State's six schools of agriculture to junior college status. This change has been a gradual one which was accelerated in 1937 by the introduction of industrial and technical courses in four of the schools. On Wednesday, April 23, 1941, the MacKenzie Bill became a law. This Bill was entitled: "An Act to Amend the Education Law, in Relation to the Agricultural Schools." The law changed the names from State Schools of Agriculture to Agricultural and Technical Institutes, effective July 1, 1941.¹ It further provides for an upward revision of salaries, effective July 1, 1942. The law provides for five ranks among the faculty: director, head of department, instructor, assistant instructor, and technical assistant. Provision is made, also, for sabbatical leaves. The new law specifically designates the purpose of the technical institutes:

To provide instruction designed primarily for technical employments serving rural areas, in agriculture, home economics and industry, together with such other fields of instruction as may be approved by the regents of the university, by means of full-time courses, part-time courses, short unit courses, cooperative and evening courses, and home study or correspondence courses.

¹ *State of New York*, No. 2128 Int. 1788 In Assembly March 12, 1941. Effective July 1, 1941. Other portions of law effective July 1, 1942. The exact names of the six institutes are: New York State Agricultural and Technical Institute at Alfred University, Alfred; New York State Agricultural and Technical Institute at Saint Lawrence University, Canton; New York State Agricultural and Technical Institute at Morrisville; New York State Institute of Agriculture and Home Economics at Cobleskill; New York State Agricultural and Technical Institute at Delhi; New York State Institute of Agriculture on Long Island.

This discussion is limited to the full-time courses.

Proponents of vocational, terminal junior college courses will see no difference between such courses and those of technical institutes. The difference, if any, is essentially one of philosophy and only incidentally one of nomenclature. In the philosophy of idealists there is no difference between a junior college and a technical institute. In the philosophy of realists certain differences exist. A proponent of technical institutes, The Society for Promotion of Engineering Education, can see: "No basis in experience for expecting the junior college of a mixed character to do the work of a technical institute successfully."² The Society lists nine characteristics of technical institutes of which the first is that the technical institute is a school of post-secondary character but distinct in character from a college or university in the American sense of these terms. They hold that technical institutes should have their own distinctive field and character. The New York State Agricultural and Technical Institutes, then, are junior colleges in that they give instruction in the thirteenth and fourteenth year. They are technical institutes in that the instruction given is vocational and terminal in character. This is further true since the courses are not of "a cultural or general" terminal kind and are not primarily preparatory to upper division college work. Instruction conforms to

² Wickenden, William E., *A Study of Technical Institutes*. The Society for the Promotion of Engineering Education, February 1931, pp. 9, 17.

the requirements and the policies of the Smith-Hughes and the George-Deen acts.³

Whatever may be the differences in philosophy and in terminology between a junior college and a technical institute, those of New York State are now to be listed as junior colleges both in the annual *Educational Directory* of the U. S. Office of Education and in the *Junior College Directory* of the American Association of Junior Colleges.

State Schools of Agriculture

Between the years 1905-1916 six separate state schools of agriculture were established in New York State. These were located at Canton, Alfred, Morrisville, Cobleskill, Delhi, and Farmingdale. At first high school graduation was not required for entrance to these schools. Since their inception the agricultural schools have appealed to three groups of students: first, pupils in high schools whose enrollment is too small to warrant the employment of a teacher of agriculture on a full-time basis; second, pupils who have had instruction in a high school department of agriculture who wish specialized vocational courses at state schools of agriculture; third, young men from urban centers of population who wish training in agricultural occupations.

A special act of the legislature was passed providing for the establishment of each school. Public spirited citizens, educators, and legislators united in securing the passage of these acts and the signing of them by the governor of the state. In addition to the courses in agriculture, instruction has been provided at the state schools of agriculture in the fields of home economics and

rural teacher training. At one time or another rural teacher training was given in all six of the schools. The teacher training courses have been discontinued at all of the schools, although as late as 1931 such courses were in operation at four of the six schools. Excepting Farmingdale, all of the state schools have offered home economics, and it is now being taught in those schools located at Canton, Cobleskill, Delhi and Morrisville.

The enabling legislation of each of the state schools of agriculture authorized the appointment of a board of trustees, to whom was delegated administrative and supervisory authority over the activities of the institution. At the outset, therefore, these schools were not placed under the administration of any particular department of government, although the State Department of Farms and Markets was authorized to assume certain general responsibilities in connection with the fiscal affairs of the schools. By Chapter 853 of the *Laws of 1923*, however, the schools were placed under the general administrative direction of the State Education Department.⁴

For the most part the agricultural education program has been under the immediate charge of specialists responsible to the Director of Vocational Education, but since 1927 they have been responsible to the Assistant Commissioner of Vocational and Extension Education. This office has been held by Lewis A. Wilson since 1917.

The State Schools of Agriculture have been supported by state funds, supplemented by Federal funds for salaries of teachers of agriculture. Federal funds have been provided by: the Smith-Hughes Act approved February 23,

³ *Vocational Educational Bulletin No. 1. Statement of Policies for Administration of Vocational Education.* U. S. Office of Education. February 1937, pp. 44, 53, 109, 117.

⁴ *General Laws of New York.* Chapter 853, *Laws of 1923.*

1917, and supplementary legislation; the George-Read Act approved February 5, 1929; the George-Elizey Act approved May 21, 1934; and the George-Deen Act approved June 8, 1936, effective July 1, 1937.⁵

Expansion as Technical Institutes

In 1925 Lewis A. Wilson, then director of Division of Vocational and Extension Education of N. Y. State Department of Education, published a monograph, *The Need for a State Technical Institute*.⁶ He gives a very comprehensive program for such an institute and lists seven suggested departments. In regard to the State Technical Institute as a whole he says:

The proposed institute is not to be an institution of college grade nor is it planned to compete in any manner with the college or technical schools of this state or other states. Its primary function is to maintain service bureaus of direct help and benefit to the manufacturing industries and also to afford training opportunities of less than college grade for the people employed in the manufacturing industries of the state.

In regard to the department of trade and technical training he says:

The function of the department of trade and technical training would be the offering of trade and technical courses of less than college grade for those employed in the industries.

In 1933 certain industrial courses were offered to a limited number of students in the state schools at Delhi and at Morrisville. When in 1937 additional Federal funds were available to the New York State Education Department it was decided to use them to inaugurate new industrial and technical courses in State Schools of Agriculture at Alfred University, Saint Lawrence University, Morrisville and Delhi. Accordingly, in

the fall of 1937 the following courses were opened to high school graduates:

New York State School of Agriculture at Alfred University: Two-year course in technical electricity.

New York State School of Agriculture at Saint Lawrence University: Two-year courses in industrial chemistry and in technical electricity.

New York State School of Agriculture and Domestic Science, Delhi: Two-year course in architecture and building construction.

New York State School of Agriculture at Morrisville: Two-year courses in automobile mechanics and in watch and clock repairing.

In 1931 and 1941 publications of The Association of Teachers of Agriculture of New York trace the trend toward requiring high school graduation for admission to the State Schools of Agriculture:

As early as 1925 it became clear to many leaders in education that the six schools of agriculture would find their greatest area of service in public education when the level of instruction could be raised to post-high school rank or to the rank of the technical institutes so popular in many foreign countries. Step by step foundations were laid to achieve such an objective. In 1928-29 the average age of students at entrance to the State Schools of Agriculture was 18.2 years, while the average amount of education was the completion of 2.4 years of high school. Gradually students of increased high school preparation were encouraged to enter, until in 1932, 85 per cent of the entering classes had completed four years of high school preparation. Accordingly, in 1935 the Board of Regents declared that beyond this date these schools should admit only high school graduates in the regular vocational-technical curriculums. In the decade following 1925 definite progress was made in stepping up the grade and quality of instruction to meet the need of high school graduates.⁷

It is apparent that the transition from high school status to technical institute status was a gradual one. Between 1929 and 1937 there was a greater percentage of applicants and of entrants to the state

⁵ *Vocational Education Bulletin No. 1. Op. cit.*

⁶ Wilson, Lewis A. *The Need for a State Technical Institute*. University of the State of New York, Albany, 1925.

⁷ Getman, A. K., and Others. *The Record of Twenty Years Vocational Agriculture in New York State, 1931*; and Getman, A. K., and Others. *The Record of Vocational Education in Agriculture 1911-1941*, Agricultural Education Bureau, State Education Department, Albany, N. Y.

schools who held high school diplomas so that the requirement of a high school diploma for admission was not a radical step.

At present all of the New York State Agricultural and Technical Institutes require a high school diploma for regular matriculation in all courses. At least 18 months of instruction at a Technical Institute are required for graduation. Most of the departments give 18 months of instruction in two school years of nine months each, though some agricultural departments use three school years of six months each. Both the two- and three-year courses are in operation in at least one institute. These statements apply only to regularly matriculated students and not to students in short or special courses.

Besides the 72 weeks of attendance upon instruction required for graduation, a further requirement is at least six weeks of satisfactory, supervised employment in the occupation for which the student is preparing. This should take place as far as possible during the summer following the first year.

Enrollment Trends

Table I gives the classified enrollment of the Technical Institute students for the period 1933-40 in the departments of agriculture, industry, and home economics. In 1940 the number of students was almost double that of 1933. The percentages in each classification in 1940 were for the total of the six institutes: in agriculture, 57 per cent; in home economics, 23 per cent; and in industrial courses, 20 per cent. Home economics includes most of the women students in the technical institutes so that less than one in four is a woman.

New York State is now offering for the fifth year vocational work of junior college grade in its six publicly supported Agricultural and Technical Institutes.

TABLE I
Classified Enrollment 1933-1940 of Students in
the New York State Agricultural and
Technical Institutes

School	1933	1936	1940
AGRICULTURE			
Alfred	78	91	229
Canton	27	68	45
Cobleskill	94	128	99
Delhi	82	100	87
Farmingdale	209	234	318
Morrisville	90	104	110
INDUSTRIAL			
Alfred	—	—	125
Canton	—	—	81
Delhi	16	20	30
Morrisville	15	16	75
HOME ECONOMICS			
Canton	116	133	127
Cobleskill	26	59	85
Delhi	17	33	49
Morrisville	45	76	88
Total	815	1,062	1,548

These were established as State Schools of Agriculture before 1917 and by 1937 became fully transformed to institutions offering thirteenth and fourteenth year instruction. The total enrollment in the six Technical Institutes is about fifteen hundred students who are being taught agriculture, industrial work, and home economics. The courses are strictly vocational and terminal in character; they are industrial and semiprofessional in nature; no courses are preprofessional.

The junior college has spread and flourished because it fills a definite educational need. As proved by test in Texas—notably in San Antonio—the junior college does a better part by the earnest, competent student than the overcrowded senior college or university can do. For one thing, the instruction is more individual and personal—better adapted to young people's needs. The percentage of failures is consistently low. On the other hand, junior college graduates regularly go to universities and hold their own in the stiff competition for scholastic honors.—Editorial in San Antonio, Texas, *News*.

Patriotism and the College Student

JAMES MADISON WOOD

As the United States gathers its forces to meet the greatest crisis within its history, a great number of our mature leaders are concerned—and rightfully—with the thinking and attitude of American college students upon whose shoulders will fall the major burden of the reconstruction years.

With the realization of what these next two decades will demand of this coming generation in citizenship and morale, many have openly expressed doubt of the moral calibre of today's college student. It has even been said that the American college student of this year is dispirited and cynical about world conditions, that he or she has not the spiritual stamina of older generations whose self-sacrifice and courage brought the nation to its present eminent place in world affairs.

A hearteningly convincing refutation of this mistaken belief is the action taken by a group of our own students at Stephens College during their commencement exercises last June which has since spread, like rings of the proverbial pebble in water, to reach thousands of other Americans in every part of the country.

At the time that plans for commencement were underway a committee of seniors came to me with the request that they be permitted to have a student conducted program. They felt, they said, that this year of their graduation was different from that of other years because of the tremendous upheaval in Europe and the effect it was having upon their own country.

"You know, Dr. Wood," one of them said to me, "we're going out into a

world that will be full of all sorts of new problems other graduates have never had to face. We're going to be called upon to face responsibilities that may be pretty frightening, but if we are worth our salt as Americans, we'll have to measure up. So we want to start out by having our own student planned commencement. We want to draft a commencement address incorporating what our training at Stephens has meant to us and how we believe it can best be put to use when we leave college. We hope you'll let us do this, because it's our message for our graduation. It will be our pledge and our promise to our mothers and fathers, to you, and to our country."

Naturally, I said "yes," wondering at the same time just what would come out of this "all student commencement," but secure in the belief—because of my faith in these girls—that it would be something of real value in the measure of citizenship and patriotism.

In the fortnight that followed I heard through various faculty members of many long conferences being held by members of the senior class, of girls who were foregoing the usual gaieties of the commencement season to work until after midnight on this communal commencement address.

A few days before commencement there appeared in the archway of our administration building, Hickman Hall, a large scroll on which had been inscribed a seven-point pledge with the title "This We Will Do." Beside the pledge there was a placard explaining that it had been placed there by the senior committee in charge of the stu-

dent commencement program and asking every member of the senior class to sign. On commencement morning the scroll, containing the signatures of 600 members of the graduating class, was presented to me. On this scroll was inscribed the following pledge:

"THIS I WILL DO"

1. Fight unwaveringly for the principles of democracy in my town, my state, and my nation.
2. Fight for the education of women in democratic ideals and democratic realities so that all women, working from the American home, can help to safeguard the spirit of democracy in a world in which democracy is under increasing attack.
3. Fight for the stimulation of increased spiritual faith and spiritual vision without which no democracy can long endure.
4. Fight against all undemocratic forces in American life, whether such forces be foreign-inspired or home-born in the hour of the nation's stress.
5. Fight those philosophies of government which would reduce men to soulless automatons and women to kitchen slaves and mere incubators for the state.
6. Fight, if war should come, with the same courage and sacrifice with which our American men will fight, so that our lines on the home front, as well as those on the battle front, shall prove impregnable.
7. Fight, always and forever, for American justice, tolerance, and freedom so they may stand unhampered and unhindered as the hope and glory of a world.

Immediately following the presentation of the pledge Elizabeth Hamm, a member of the graduating class, delivered the commencement address prepared by a committee of seniors who had been appointed by the senior class. Clearly and concisely, the address, formulated by these girls, all of them under 20 years of age, set forth their concept of their own individual responsibilities in today's world.

It would not be possible to give the address in full here, but I would like to quote from the closing passage in order to illustrate the depth of thought characteristic of the entire document:

We do not feel able to solve the problems of the world. . . . We see facing us the seem-

ing collapse of human standards but we know that such periods have been faced before. We will survive in much the same manner as our forefathers survived their crises. We must prepare ourselves for a time of reconstruction. We must, therefore, develop a perspective which gives us a keener sense of the enduring values, and an ability to separate the permanent qualities of life from the superficial and the temporary. As a first step the members of this graduating class commit themselves to this program of action.

The program of action, summed up in the 7-point pledge, set forth specific things for the members of the class. Among these were "working to bring about better political and social conditions, improved educational facilities, and better relations within our democracy. Among such organizations as the National League of Women Voters, the General Federation of Women's Clubs and the American Association of University Women, we can find channels through which we can accomplish our objectives. By undertaking such projects as visits to our city councils and state legislatures, and by getting thoroughly acquainted with the Constitution of our United States, we can make great progress in understanding the general organization and functions of local, state and national governments. . . . A real awareness of the way in which we live convinces us that ours is a time in which to do level-headed thinking and to get sensible changes made. We can have a part in this thinking and changing by feeling free to send thoughtful suggestions to our representatives, and by accepting such responsibilities as work on school boards, jury duty and voting. We can help young men of draft age by sharing the enormous burden and sacrifice which they must bear.

If we know enough about values to make us able to determine fair price, we can help to keep living expense from exceeding a practical maximum.

The above are but a few excerpts from a manuscript that was worthy of considerably older and more mature authorship than the seniors of the 1941 graduating class.

Just prior to the close of their program, the senior class pledged themselves as a body to convert the pledge into a chain letter of patriotism. They were as good as their word and at the beginning of the fall term more than 15,000 Americans had signed the pledge and had in turn pledged themselves to obtain other signers.

However, the action of the senior class has been more far-reaching than they as a group possibly could have foreseen. On Flag Day four major radio stations made the pledge a feature of their patriotic programs. On June 16, the Honorable William L. Nelson, representative from Missouri, had the pledge entered on the Congressional Record.

Heartened by the patriotic foresightfulness the pledge showed, editors of newspapers in many parts of the country devoted considerable space to it with congratulatory comment. The editor of *New Orleans States* commented:

But perhaps there isn't as much campus Communism as the noise of its discovery here and there has indicated. Anyhow, the college maids in Missouri give a heartening illustration of loyalty to justice, tolerance, freedom and democratic institutions on their campus, and to this extent they refute the charge that the younger elements are embracing strange and alien doctrines.

The editor of the *St. Louis Globe-Democrat* commented editorially:

The fact is that American young people today recognize even more clearly than their elders what the threat of totalitarianism means to this country and are prepared to do their part to resist it. The action of these Stephens College girls is heartening evidence that undergraduate leadership is willing to accept the responsibilities of this troubled world it will soon inherit.

After reprinting the pledge, the *Trenton, N. J., Times* wrote:

With such principles dominant in the minds of her young people, America now may face the future with confidence in the ultimate triumph of freedom's cause.

At the end of a reprint of the pledge the *Saginaw, Mich., News* commented editorially:

We have heard much discussion lately about "war aims" and "peace aims" but the offerings in this respect have been something of a disappointment. As far as Americans are concerned, though—what about this expression of the Stephens grads? Won't that do?

The *Tampa, Fla., Tribune* wrote:

We commend this spontaneous movement, for we think it means that the coming gen-

eration will be able to accomplish what its elders have failed, in many instances, to do.

In the Manchester, N. H., *Leader* appeared a reprint on the pledge in full with the following comment:

Reread this pledge; study it; and you become increasingly impressed. It bespeaks neither pacifism nor passiveness. Instead, and rightly, it is eloquent of aggressive Americanism, of which this nation needs more.

To me, on the other hand, the pledge becomes a challenge to the educational system of this country. I am convinced that millions of our young people, like these girls of ours at Stephens, are ready and eager to assume their responsibilities of citizenship in a democracy and to meet those responsibilities unflinchingly, no matter how heavy they may become. However, the following questions arise: "Is our present educational system adequate to the training of these young people for the problems they will encounter? Are we equipping them with the knowledge and campus experiences they will need for the burdens they must assume if our American system of democracy is to endure?"

Let those of us who are educators examine this question exhaustively. I, personally, believe that we are only on the threshold of fulfilling our own duty to the youth of this nation who look to us for equipment, just as the soldier going into battle depends upon the military department of his government to supply the armament necessary for success.

Here at Stephens we currently are engaged in making a survey of educational needs in the light of present world conditions. We will use this survey to key our whole program toward providing our students, the wives and mothers of tomorrow, with training they will need not only to be good and useful citizens, but to rear children who will have a true understanding of the responsibilities of citizenship in a democracy.

Advanced Writing at Wright

MICHAEL F. MOLONEY

I CAN remember—when Janet and I were young—how she used to tell of her childhood.”

Every teacher of composition is aware of the “lift” he experiences when, after reading through mountains of mediocrity, he happens upon a sentence indicative (as I think the above sentence is) of imaginative power and of genuine susceptibility to rhythmic phrasing.

Needless to say there are not many such to be found among the compositions written by my class in Advanced Writing Practice. Our courses in Advanced Writing in the Chicago junior colleges are definitely not devoted to creative writing. They are courses in advanced exposition comparable to the standard courses offered sophomore students in senior colleges and universities. As such their primary objective is, in the words of the syllabus—(recently revised by a committee of which Mr. Given Aikman of Woodrow Wilson Junior College was chairman) “to offer additional training in writing practice for those who have shown ability in English 101 and 102.” That rather bald statement is indicative of the practical approach which the teachers of these courses in the various city colleges have taken to them—an attitude which, I am compelled to confess, some of my students think hopelessly and pedagogically restrictive of their more ambitious endeavors. I have not yet forgotten the vigor with which one student, whose papers were invariably faulty in structure as well as in grammar, airily dismissed the problem of fundamentals with the statement, “I feel I am beyond all that,” and insisted that she be allowed to ex-

periment with “free forms.” Nor do I advert without smiling to the same student’s very superior manner of attaching, for my benefit, to her occasional essays at verse such guides to the blind as “This symbolic poetry” or “This is in the manner of Monet.”

Still, while we are bound by the syllabus to restrain our students from continually flitting off into the rarified altitudes (I am not quite sure that is the proper designation of direction) in which the modern creative writer works, we do not, we hope, go to the other extreme of hitching Pegasus eternally to a plough. Of the approximately 10,000 words of writing which each student must submit during a semester, one quarter is “free lance” in nature, the individual student being permitted in every fourth assignment to go the limit of his creative way.

The organization of the course is flexible and informal. For a text an anthology is selected by the instructor. Supplementary reading in texts on magazine writing, creative writing, and in advanced rhetorics is suggested at the discretion of the instructor. But the emphasis is always centered on the writing which the students themselves do and the class discussions, to quote again from the syllabus, “are organized on the basis of the work submitted.” To keep the classes manageable, the syllabus recommends that maximum enrollment in any class be fixed at 30. Actually the enrollment in my classes has fluctuated between 20 and 30.

My own procedure, normally, has been to make the first two assignments of the most prosaic nature—often of the

threadbare "process" and "why" types. I find that these initial assignments serve at least three useful purposes. First, they reveal just what the individual students can do at the lowest level of writing and thus acquaint me with the basic limitations of the least competent members of the class. Secondly, they exhibit, often in a very startling fashion, the underdevelopment of the faculty of organization, even in the most gifted members of the class. And, finally, what is so important at all levels of writing, they force the student to turn in upon himself, to write of things, situations, hopes, and conflicts which have become an integral part of his experience. With the knowledge of individual cases thus obtained, I attempt, thereafter, to make assignments which will constitute more of a challenge to the student's latent potentialities, and in certain instances to individualize the assignments.

Unlike in freshman rhetoric classes where I have long been convinced that a list of specific titles, sufficiently numerous and varied to appeal to the most heterogeneous class, should be given with each assignment, I indicate in the Advanced Writing class merely the type of theme desired. Although these types will vary with the make-up of the class, almost any section is fairly certain to be asked to write a place theme, a character, an original comment, a reminiscence, one or more criticisms, an exercise in parallels and contrasts, two familiar essays, and a series of intermingled narrative and descriptive passages which lead up to and reach a climax in a short story. At least one day in advance of each assignment is spent in analyzing models of the type to be written—the models being chosen not only from the professional text but from student themes selected from college publications and elsewhere.

But with all deference to the planning of objectives and the careful outlining of the course, the success or failure of an advanced writing course is determined by the atmosphere of the classroom itself. After all it is the students themselves who, given the proper direction, make or break such a class, and the role of the instructor, as I see it, is to direct the trend of the discussions, to initiate the students to intelligent criticism by force of example, to serve as a monitor and then, as much as possible, to fade into the background. It is rather amazing how sound the judgment of a class can be as to the merits of the writing of its members. That judgment often will not be able to make itself vocal. It will too often stumble and involve itself in a hundred coils in an attempt to arrive at a rational justification of its premises. Here, the ingenuity and patience of the instructor will be tested to the utmost if he is to succeed in teaching his students the application of the rudiments of criticism while retaining essential informality of procedure.

All of us (and, frankly, I am no exception) like to remember the more spectacular successes of our students. I encourage poetry in the optional assignments of my students who show any facility in it and am at times rewarded surprisingly. I have, for example, if personal bias has not thwarted my objectivity, read much worse poetry in some of the magazines than this poignant triplet composed by a member of my present class:

I would not fear the darkness so
If it were night or Death and not
The gloom of moods you cannot share.

And there is, if nothing more, at least a stern domination of the medium in this quatrain:

No triviality too vain—
Omniscience over-vast
Dares stay the playing of the Game
Of Present—Future—Past.

So in this "Comment on a News Broadcast," despite the padded lines and obvious turgidity that threaten all occasional verse, there is a pleasant awareness of an historical analogy.

But the ancient gods of old,
Power renewed for modern needs,
From Olympus down to earth
Staunch, defend the land that bleeds.

Might that Xerxes swarm withstood
Lives again on plain and hill.

Still your fear, for Greece remains
Proud and brave, eternal still.

In other media, too, real successes are often registered. The character, the informal essay, and the short (sometimes not so short) short story are fields in which the more sensitive students achieve surprisingly, and in achieving come to feel a pleasing and legitimate sense of power. But these accomplishments are not for the many. The greater part of my time is spent in working toward humbler objectives—and often with quite distressing material. One of my endeavors at the moment is the wresting of some order from the chaos of such a sentence as this: "We sat down and started playing, it was beautiful, several moments later I saw him wince, quite noticeable, pass his hand over his eyes as though trying to wipe away a cobweb, and then collapse." Or this: "A few days previous when Jan and Paul had come to his office, he had suggested giving a little party in way of celebrating and invite all their old college pals."

Perhaps it was because of an overplentitude of such problems of punctuation, grammar, and simple rhetorical structure, that I was so impressed with that sentence: "I can remember—when Janet and I were young . . ." And yet even now I think it is a good sentence. And I do not regret that because of it I required its author twice to rewrite the theme of which it was the shining jewel.

The college magazine was the ultimate objective but even if that end is not attained the youthful author will not soon forget how his phrasing, happy either by chance or design, awakened genuine enthusiasm in a sometimes crusty and often unimpressible instructor.

The junior college has been given new recognition in the state of Washington. Financial support of not to exceed \$10,000 annually is provided by law for each of a maximum of 12 such institutions. In the light of disclosures which have come since the defense program moved into high gear more educational facilities for America's young people have become a definite need. If the junior colleges can be adapted to development of people in the skills and the crafts which are definitely a need—and they have been doing this in California's far-flung system—then the junior college system will be on its way to a permanent place in the realm of education.—Editorial in Walla Walla (Washington) *Union*.

The experience of the colleges in the striking loss of freshmen and sophomores before the junior colleges came to their rescue has been repeated in large measure by the tremendous mortality in the latter. In this cooperative task the junior colleges are devoting themselves preponderantly to what President Conant has recently referred to as the "Jacksonian tradition,"—some education for all the people, while the liberal colleges are set free more fully to devote themselves to the maintenance and extension in our American democracy of what Jefferson called "an intellectual aristocracy," and what we prefer to call "high achievement in the realm of the mind and spirit."—ROBERT L. KELLY, in *The American Colleges and the Social Order*.

Verse Choir at William Woods College

CHARLOTTE I. LEE

NOT many years ago I casually announced to a professional colleague that I had organized a verse speaking choir. I shall never forget the amazed look which expressed his reaction. He simply had never heard of a verse speaking choir, and in subsequent conversations I discovered that he was very much the rule rather than the exception.

Choric speaking is not at all a new art form. Like so many other things, "the Greeks had a word for it." In their drama it was called the chorus and it formed an important link between the audience and the actor. Then, it did not stand on its own. Today, by contrast, it is most frequently used as a separate entity without benefit of a play proper. Gordon Bottomley, English poet, playwright, and scholar of Greek theatre, may be credited with the revival of choric speaking. It was he who suggested to Marjorie Gullan of the Speech Institute in London, that she use it as a feature of the Glasgow Musical Festival in 1922. Her material, although entirely classical, was so impressive in its effect that it secured the future of this medium of modern expression, and today many types of material are found to be suitable.

Verse reading had a quick circulation after Miss Gullan brought it out of its centuries-long retirement. Soon it was introduced at Irish, Scotch, and finally English festivals. Within a few years the United States took it up, and at present there are numerous such groups throughout the educational and recreational centers of our country. It now becomes our responsibility to carry it

on. Miss Gullan, in her last letter to members of the Speech Institute who have studied with her, expressed the hope that America make this art form her own. There seems no doubt that we shall, for it is peculiarly suited to our robust, lilting, national poetry, and to our rhythm-loving, dynamic young people who speak it for us.

Just as not two people read poetry exactly the same, so no two choirs will read it identically. With this in mind we have felt free to experiment, for our first few weeks of work found us growing tired of our efforts. If we could not keep our own interest alive, it seemed unreasonable to expect an audience to respond differently. We tried many variations, but not until we added action did our material seem to carry real punch. And from this simple attempt at novelty we have created an exciting combination of dance and poetry.

Here at William Woods the focus of attention is still on the poetry, and at no time is the action allowed to detract from, or overshadow the spoken word. The actions are chosen to blend with the mood and the meaning of the selection. Striking tableaux are planned, and smooth transitions carefully timed to correspond with appropriate passages. Sometimes the action becomes a mere turn of the head or a turn of the wrist. Sometimes the members of the choir move from one position on the stage to another while they speak. This differs from the interesting dance poetry groups in that the actions are more simplified and the same people do both the movements and the words. Quiet, stately material is pointed up by hand movements

and head positions. The more vivid selections have quicker, more muscular actions. Nonsense rimes and children's verses are made more amusing by timing movements to accent the humor.

Perhaps you are thinking, "Yes, that's all well and good, but I know nothing about dancing and neither do my students." You need no such technical training any more than you need it to time a cross correctly in a play or a gesture in a speech. You need only a sense of rhythm and an imagination that will picture striking arrangements of people on various levels and in various poses. From here you go on to plan the most effective and artistic manner of getting them from one such arrangement to the next. There is no wrong or right way to achieve it; the only gauge is the measure of effectiveness and artistry.

Although my first choir was like Top-sy and "just grewed," I have since organized such groups with definite procedure. When we organized the William Woods choir our first step was to hold try-outs. Physical characteristics usually important in casting a show need not be considered. The first requisite, of course, is a smooth and easy voice. The choir is divided into two divisions, light and dark voices. A light voice has less resonance; a dark voice is usually, but not always, lower in pitch. There should be no attempt at changing the natural placement of a voice. In my experience I have found 18 to be an ideal number for a choir, nine persons each of light and dark voices. This allows for interesting grouping as well as ease in training their voices. Diction, too, is important. Strong regional accents blend less easily, but often this condition serves a beneficial purpose in establishing standard diction. The bulk of my work has been with women's voices but there is no reason why men's voices cannot be sim-

ilarly trained. I find it best in most cases to use them as a separate unit to augment or use in counterpoint against the women's voices, since they carry through too strongly to blend well together.

Trust a group of women to get to the question of clothes. It was not long before the insistent query, "What shall we wear?" became too continuous to ignore. We agreed upon an inexpensive, plain, easy-to-work-in costume, but we knew our costume would have to be effective against any background our reading might require. We selected black cashmere slip-over sweaters with long sleeves and plain round necks. Our skirts were black rayon crepe which fit snugly over the hips and flared full at the hem. They were cut 10 inches from the floor. At this length they missed the strain steps we were to use and eliminated the danger of tripping. Black cotton stockings and no shoes did away with the clatter of heels and yet avoided the amusing spectacle of rows of bare pink toes. Our William Woods girls made an enjoyable and worth-while project of sewing their own garments.

Training starts with the most important instrument, the voice. Breathing demands the first attention. To move about rapidly, sometimes up and down step units, and to keep on reciting poetry require well-controlled breath and lots of it. Projection follows this, and general drills in volume control are next. We use standard drills to improve the individual quality. Then begins the blending process which is most difficult and most important. Working softly at first, each girl learned to listen to the girls near her and to blend her tone color with theirs. This is perhaps the slowest process in the entire training.

Our next concern in building our William Woods choir was muscle control

and ease of movement. Exercises to relax the shoulder and thigh muscles were added to drills for more fluid hand and arm movement, plus an alert posture and carriage. Closely connected with this was the development of a feeling for timing. Our choir has always worked without a director when the performances were given. To my mind a director detracts from the words and actions to such an extent that they lose greatly rather than gain in effectiveness. It is a major problem to teach them to start on the same split second, but it can be done. It is well worth the effort when you see them begin to move and breathe as a unit. Tempo will be troublesome at first with this method. The choir is inclined to drag as each member waits for the other to start, but as soon as confidence in fellow members is established this is less frequent.

Teachers have asked me often where they may find reading material for rendition by such a choir. Open any book that has poetry or rhythmic prose, and you will find a gold-mine of it. Each type must be treated differently, but there are few really poetic things which cannot be handled effectively by a verse choir. Any selection which is rich in rhythm and tone color is ideal. You will find very little already arranged. Arrange it to suit yourself. It is fun anyway. Certain words, or phrases or ideas seem to demand a silvery touch. Give them to the light voices. Some need depth and warmth and color. The dark voices will handle these. Some demand power and vigor. These are perhaps best in unison. Solo voices from each section add nice contrast. There is no limit to your material.

Choric reading is a teaching device which I believe is unsurpassed. It trains the ear, the voice and the muscles of the body at one and the same time. Give

the shy student 17 other people to read with him and he'll let himself go like a man in his bath. The student who does not like poetry is usually one who does like action. The one will add to the other until the fine art of jingle-juggling will have won another disciple. Diction improves noticeably, as does posture. Aside from these pedagogical recommendations, it is also an exciting and stimulating art form that makes for good theatre.

The new junior colleges, with their smaller student enrollment and their two-year plan of college study, are now becoming well-established. They no longer represent merely two more years of high school study, but they have become a collegiate entity. They offer a definite course of study, and at the end of the required two years the student is graduated and so has the satisfaction of having finished a piece of work, which is quite different from leaving college after the freshman and sophomore years of a four-year college. . . . Because they embody college subjects and employ college methods, they offer the student two years of real college life.—GULIELMA F. ALSOP and MARY F. MCBRIDE in *She's Off to College: A Girl's Guide to College Life*.

The public junior college presents a new challenge to the private business school. Apparently, the history of education will repeat itself within the next few years, except at a higher level, i.e. we may expect a rapid development of technical business training on the junior college level as a part of public education, with a decreasing enrollment in the private business schools, just as was the case in the regular high schools.—HAMDEN L. FORKNER, in *Nation's Schools*.

Terminal Education Again

LEON EUBANKS

THE Peabody College workshopers in junior college terminal education, approximately 75 strong, found many angles last summer to the question of terminal education. The number of viewpoints coincided exactly with the number of consultants and participants engaged in the discussions.

Of the two words in the expression *terminal education*, the second gives rise to no discussion. The differences of opinion hinge around the word *terminal*, which, although old as a word, is young as used in connection with *education*. The dictionaries, therefore, have not got around to defining the term in this restricted sense, and some lexicographer may have to attend a few summer workshops to be able to get the various meanings the term is acquiring.

Everybody does, however, have in mind some application of *terminal* in the sense of pertaining to an end, a limit, a boundary—but the end to what? Certainly not to education, for therein would exist a contradiction: *Education* connotes a going forward or progress, whereas *terminal* connotes a stopping. *Terminal education*, literally interpreted, therefore, would be as meaningless as a retreating advance or a still motion. Probably “terminal courses on the junior college level” would be a better expression than “terminal education,” but the latter is too well established to be recalled now.

Then what *is* to be terminated or stopped? One group says that the *students* constitute the terminal aspect; that is, that the majority of the students terminate their schooling at the end of

their two years in junior college and many of them before the completion of even two years. Hence, they say, these students must have courses especially designed for them, so that they will be able to fit into life properly, vocationally and otherwise, some stressing the *vocational* and some the *otherwise*.

Those who stress the *vocational* insist that trade school courses and other courses of a definitely vocational character should be offered in as much variety as possible, depending upon the needs of the community served and the resources for establishing and maintaining the vocational departments. Their aim is to find out the interests, needs, aptitudes, and abilities of each student and fit him to the vocation which will best serve him in these respects.

Two points of view are taken in regard to the nature of the vocational instruction, one group insisting upon specific vocational training that will enable the student, upon completion of the course, to go immediately into active employment in the field he has been trained for and the other arguing that the vocational training should be of a general nature and within a field comprised of a “family” of skills—basic mechanical training, for instance. As a rule, the first of these viewpoints is more adaptable to urban centers, the second to rural communities.

The *otherwise* group mentioned above is made up primarily of the institutions that have been interested chiefly in preparatory work in general education and that now wish to get on the “terminal” bandwagon by insisting that the

courses which they teach are so designed as to serve equally well those going on to college and those terminating their formal schooling at the end of the sophomore year in college. The people in this group go to great length to show how they have made their courses "more suited to the daily needs of the students and more functional in their everyday living." They also point with pride to instances of individualized teaching and approaches from the interests of the individual student. Utilizing the student's interests and making subject matter functional are basic and fundamental principles in any teaching, terminal or preparatory, and as such will not be sufficient to entitle a course to be labeled *terminal*.

One other observation needs to be made in regard to those who think of the student as being the terminal aspect. These conscientious and worried persons point alarmingly to the fact that of each 100 students entering as freshmen in the American junior colleges only 25 ever go to a senior college and that the school should, therefore, provide for these students material that will meet their daily needs and be functional in their lives. The same, it seems, should be done for the preparatory students as well. But assuming that there are certain offerings that the "terminal" students should have that would be of no particular value to "preparatory" students, then the next problem is to determine who the "terminal" students are. In most junior colleges all the students are "preparatory" when they enter; they all have in mind at least the possibility, if not the settled determination, of going on to a senior college. It is not until a year or more after they have graduated from junior college that the final tabulation can be made and the "terminal" students separated from "preparatory."

Consequently, since the distinction between the two kinds of students can be made only after it is too late to divide the student body into the two groups and serve each group according to the needs of its members, the only procedure to be followed that will insure the giving of this essential offering to the "terminal" students is to give it to all the students. In the last analysis, however, I can see no difference in the needs of terminal students from the needs of preparatory students, so far as general education is concerned—social studies, English, etc.

A very glaring fallacy in terminology must, at this point, be revealed. Those officials who have the dual courses, designed to serve the needs of both terminal and preparatory students, call the courses preparatory in one breath and terminal in the next. Just because students taking certain courses become "terminal" by quitting school, the courses themselves are labeled as terminal. A comparison will reveal the fallacious reasoning employed in this instance. Let us suppose that we have terminal roads (or dead-end roads) and through roads (or connecting thoroughfares). Suppose that a person is at A and wants to go to G. He asks a traffic director if a certain road goes to G. "No," the traffic director says, "that road comes to a dead end up at K. You will have to get on Highway 20 to go to G." Suppose that the driver, after starting his trip on Highway 20 to G, decides to "terminate" his trip at C, a little town on Highway 20 between A and G. Wouldn't people be foolish to say, because this person stopped at C instead of at G, that Highway 20 is a dead-end road connecting A and C. It is, as it has always been, a thoroughfare connecting A and G. The fact that the person stopped at C is an indication that

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his journey is terminated, not that the highway is terminated. Likewise, when a student starts on a course that leads to a senior college and stops on the way, the student is "terminal," not the course.

There is one other angle from which the word *terminal* may be considered. It may be used in reference to the "end or limit" of the transfer of credit to a higher institution. In fact, it is only in this light that the term has much significance. The other angles from which it may be considered result in a great deal of rationalization and inconsequential palaver. But everything necessarily ends in the discussion. There is not an outlet by which the ideas may be put into action. But this last phase of terminal education is dynamic and has unlimited possibilities of modifying the entire philosophy and practice of the junior colleges.

Specifically stated, terminal education as it means the end of transfer credit is a great liberating force, freeing the junior colleges from the hidebound restrictions of the senior colleges and accrediting agencies; it is the Magna Charta of educational liberty. It consists of all those courses that the students and the community need but for which senior colleges will give no credit. As such, it is clearly not intended primarily for those students expecting to go on to a senior college but for the bulk of college-age boys and girls who do not intend to go to college. Of course, certain of these terminal courses might be taken by preparatory students, but these students would have to take enough additional courses to get their required hours for senior college admission. The same college, of course, could offer its regular preparatory courses and offer these terminal courses at the same time.

Examples of the courses that might be offered in terminal education so con-

ceived are the vocational courses, such as automobile mechanics, carpentry, brick masonry, barbering, etc.; occupational survey courses; short courses of two or three weeks in such subjects as sex education, family relationships, health habits, music appreciation, art appreciation, public speaking, and a wide variety of other interests—interests that are vital, but upon which the student would not care to spend the amount of time ordinarily required for "credit." Much individualized teaching could be done in terminal education courses which would not be acceptable otherwise. Suppose, for instance, that a young man should come to a junior college now and say, "I want to learn how to test water for purity and for mineral content." We would have to put him through chemistry and probably other subjects before he could find his answer, because he could not get "credit" on just the one project. Suppose he assures us that he does not want credit. We would have to tell him that our teaching force is so taken up with those who do want credit that we can find no time for his particular need. On the other hand, if credit is not a consideration, then the instructor most competent could help the young man on his particular project and not insist that he take other things as well. A great field would be opened in this manner for adult education, dealing with the specific and isolated problems with which adults are confronted. In this way, teaching services would be furnished to the community somewhat as library services are now furnished by the public libraries—with no regard for credit.

When junior college faculties and officials have the courage to consider terminal education from this standpoint, then much good can be accomplished at a terminal education workshop.

Better Get Back on the Beam

KARL M. ROTH

IN THE efforts to train men for national defense, a new high in hysteria has been reached by schools and colleges during the recent months. Some have gone about it in a rather lackadaisical way, but many have jumped in over their necks, even to the curtailment or detriment of their long-term Smith-Hughes program. The Smith-Hughes program requires that the junior college vocational student attend class three consecutive hours a day, five days a week, for two college years or until the instructor is satisfied of his fitness to hold a job. From the beginning, the U. S. Office of Education has pleaded that the national defense training should in no way interfere with the Smith-Hughes program. The ensuing scramble resulted in having many lose their original perspective. They apparently are unable to see the forest for the trees.

In the years from 1932 to 1940 it was the plan of the administrators of the junior colleges to build their vocational classes on a firm foundation with the intention of training not only first-class mechanics but also of training men for leadership; consequently, a well-balanced program was offered with the two above purposes in mind.

Several years ago many junior college administrators throughout the nation decided that in order to make their colleges balanced institutions, they should offer vocational training under the Smith-Hughes program. After lengthy surveys, it was decided to begin with classes training men for jobs in factories which were constructing all-metal airplanes for military and commercial use. These men were to be

given the very best training possible with the long-range view of training leaders as well as skilled mechanics for the large industries of America.

In four short years these programs have grown beyond anyone's expectations. Instead of one course some junior colleges now offer many courses such as the following: metal airplane maintenance and repair, airplane drafting, airplane template layout, airplane lofting, airplane engine and airplane maintenance and repair, machine shop, auto mechanics, electricity, radio, carpentry, and cabinet making.

These courses are housed in shop buildings containing a central tool and stock room. The whole set-up attempts to simulate factory conditions. Shop arrangements, equipment, and procedures of control are identical to the conditions found in the separate trades.

During the past four years over 95 per cent of those completing their courses have been placed in large industries. Although the courses have been outlined for a two-year program, the student is allowed to go to work before completing the full two years of training, provided his instructor is satisfied that he is ready for placement. Each student is encouraged to complete the two-year program which entitles him to a diploma, but no student is refused recommendation to a position in industry if he is ready to assume the responsibility of a job even though he may not have completed the required work for a diploma.

Many men placed since 1938 have been given responsible positions such as supervisors, foremen, inspectors, engi-

neers, managers of tool and stock rooms, service managers, and personnel officers in large defense plants, including factories, commercial airline and Army-Navy repair depots from Seattle to San Diego and east to Wichita, Kansas. Others are now in the air forces of the Army and Navy as ensigns or lieutenants.

Industry has long recognized the need for leadership. In fact one of the largest bottlenecks of the past year has been the lack of men sufficiently trained to assume positions of leadership during the huge expansion program. They look to the junior colleges for men to fill this need in spite of the short sightedness of some industries to encourage schools to go "all out" for short-term training to supply the immediate need. Some factories have sent representatives to call on students to encourage them to leave school regardless of their length of training. It is no wonder that colleges have lost the original idea of skilled mechanics and trained leaders. Now is the time to "pull up the slack" and "get back on the beam." The slogan of any Smith-Hughes vocational program might be "Train for Leadership." Instructors and administrators should not be satisfied with anything short of that goal.

The junior college which has diligently built up its reputation for turning out leaders and which has now gone "all out" for the national defense training program is gravely in danger of jeopardizing that reputation in allowing, under the guise of national defense, the training of youths of junior college caliber in short term, 10- or 12-week courses. These men are not trained mechanics but merely operators trained in one phase of the mechanics trade. The school in which they are trained will be judged by their performance on the job, and as a result, the long-term students

will find it increasingly difficult to find jobs in an organization filled with poorly trained men from the same institution. Past experience has proven that, as a whole, industry does not differentiate between short-term national defense and long-term junior college students. The college is judged by all the men trained within its shops regardless of the time spent in the training.

Successful leaders in industry today have come up through the ranks and are skilled mechanics. If we are to train leaders, we must train "skilled mechanics." As an example of one of many skilled mechanics who became famous executives in the railroad and automotive industry, the late Walter P. Chrysler is outstanding.

What is the definition of a "skilled mechanic"? He is the man who can operate any of those machines peculiar to his trade with equal precision. He is the man who can split a thousandth of an inch without use of special tools. He can take a blue-print of any kind of job and carry it through without help or outside instruction. He is the craftsman who takes great pride in his work and is not satisfied with anything less than perfection. He is the craftsman whose feelings are hurt more than the firm's pocketbook when a job is spoiled. It is he and he alone who can truly claim the title of "skilled mechanic." It is this type of man that we must start on the right road, with all the background he will need, to reach that coveted goal. It is in this field that the real need exists in the present emergency and in the future. It cannot be done in short-term national defense courses. It is our challenge. Will we meet it or will we be misled by the cry for "quick training" regardless of future needs.

During the past year, and especially during the past summer, many high

school graduates have been advised to take the short-term national defense program with the lure of quick training and big money. This is a grave injustice to the students who have the qualities of leadership. They are giving up their chance of a successful future as leaders in the industry which they have chosen for their life's work. Industry has mortgaged its future reserve of leadership material in allowing these men to enter industry without proper training.

The teaching personnel of many national defense classes has been far below the standard set up for Smith-Hughes classes. This has been caused by two things: the shortage of trained teachers which resulted in the employment of men whom the industry was willing to release. In many cases these men were not wanted in the factories because of poor attitudes, skills, and poor work habits; second, the well-paid skilled mechanic would not leave his secure position for a national defense teaching job which could not guarantee work any longer than a job of 10 or 12 weeks at a time. Is it so mysterious that the job has not attracted men of a higher type and caliber? The Smith-Hughes teacher is offered a much different inducement. His job is on a yearly contract with the chance for tenure at the end of two or three years and a chance to make it his life work.

Many schools have allowed the national defense program to interfere with their regular Smith-Hughes classes. Shops which were formerly available to junior college students for eight hours of each day are now used by national defense classes for 18 hours of each day allowing only six hours for the regular students. Many of these students previously spent more than the 15 hours a week required of them in the shop. Related technical classes formerly taught

in the shop classroom now must be taught in academic rooms where equipment and material are not available for lectures. In addition, schedules have been changed to allow the national defense classes a full 18 hours per day, making it impossible for students to take mathematics, English, physics, or other cultural courses necessary to complete a college training.

School activities such as clubs and assemblies have been eliminated because of the new schedule. Since these extracurricular activities are just as necessary to a well-balanced individual, it is a crime against youth to deprive them of these contacts. These students will be expected to take their place in the social structure of our country. To do this it is necessary that they develop the proper attitudes toward their fellow citizens, their employers, and their government. These can only be attained by a well-balanced college program which must include training in skills, social contacts, and academic courses.

These attitudes may best be developed by association with all college groups of both sexes and by participation in extracurricular activities. When on the job in later years, it will be necessary for them to associate with engineers, with members of the office force and executives. These students should not be denied these contacts during school life.

What will be the results of this interference? The immediate results will be the lowering of standards and a multitude of improperly trained youth put to work on a temporary job for which they will not have the background necessary to advancement. Industry is already accusing colleges of not training students properly and is asking the government to turn over money to it which is now being spent on national defense programs so that training programs might

be set up within the industry. The apprenticeship indenture program is already breaking down because the apprentices see young men with 10 or 12 weeks of training drawing pay checks many times the size of their own. Junior college students are being denied the training they wish and the training the government meant for them under the Smith-Hughes program.

As to the future results there can be but one answer. The future has been mortgaged to obtain, at all costs, a quick supply of partially trained men. Industry will have lost its supply of thoroughly trained men, lost its greatest asset, the vocational schools in the rural areas, from which its best men have come during the past 30 years. The automobile industry found its best men in the Middle-west farm belt. Today the best help to industry is again coming from farming communities. When the bubble bursts the men trained under our defense program will be thrown on their own and will find it impossible to step into other trades without further training. On the other hand, the properly trained student by that time will be firmly entrenched and will be secure in leadership positions. The need for thoroughly trained men will be with us long after the present emergency is forgotten.

There is only one answer to the problem. Use the national defense program as it was intended—to train adults who need *refresher* courses and those who had not received training in their youth. Operate these national defense programs outside of the regular school hours and if possible only during the night hours from 6 p.m. to 8 a.m. Leave the hours of the day for uninterrupted day school training. Remember the long-term training program under the Smith-Hughes law is the only and the real national defense program.

PRESBYTERIAN SURVEY

A comprehensive survey of all colleges and seminaries of the Presbyterian Church in the United States (Southern) has been arranged by the General Assembly of the Church. The survey will require a year or more for completion. The director will be Dr. George A. Works of the University of Chicago. Junior colleges under the control of this branch of the Presbyterian Church include Lees-McRae College, Mitchell College, Montreat College, Peace Junior College for Women, and Presbyterian Junior College for Men, all in North Carolina; Oklahoma Presbyterian College; Schreiner Institute, Texas; and Lees Junior College, Kentucky.

The junior college movement is a typically American and democratic one because it came into being to meet the needs of a large number of young people. Starting about the turn of the century, it has developed in scope and members until there are now about 600 scattered all over the United States. The movement has made remarkable progress here in the east in the last two decades. The junior colleges have definite values to offer American youth. First, there are a good many families that can afford one or two years of higher education for their young people, that cannot afford a four-year course. Second, junior colleges have made curriculums that combine cultural training with vocational or prevocational courses. Third, if a pupil makes an acceptable record, and after a year or two decides to transfer to a four-year institution, it is usually possible to do so. Junior colleges have proved their value in the nation's educational set-up, and will become increasingly valuable to the young people of America.—HAYDN S. PEARSON in *Boston Herald*.

Reports and Discussion

DENTAL ASSISTANTS*

Mary Conroy has her heart set on being a dental assistant. She enrolls at City College and registers along with 90 other girls for this course. Then she ponders: "What qualifications must I have in order to get a job after I have finished my course?"

Well, let us follow Mary's career in the dental department and ascertain how she found the answers to these questions.

Before she is admitted to her classes, Mary is interviewed by a faculty committee and dental advisory board in order to discover whether or not she is qualified to become a dental assistant. She is presented with facts about the occupation, which she discusses later with her parents who decide whether this is the profession for which she is fitted. Mary finds that she possesses the qualifications essential to dental assisting: good health, nice teeth, average height, fair complexion, poise, steady nerves and a pleasant voice.

Now she is ready for the psychological examination, which is required of every applicant for this course. The examination consists of six tests: clerical aptitude, manual dexterity, social values, temperament, mechanical ability, and intelligence. Passing these tests, Mary then reports to a physician and undergoes a thorough physical examination. This is very important, as the dental assistant's work is strenuous and demands good health and emotional balance.

Mary is one of the 36 girls (the

average number each year) who pass all tests and are eligible now to begin their two-year training. She is told that the instructors analyze each girl in order to discover possible deficiencies of this sort, and advise them accordingly.

Mary now sits down to make out her first year's program. It will be purely academic, because she is advised to gain the fundamental principles of the course during the first year. Her technical training will start the second year. So Mary registers for shorthand, spelling, punctuation, vocabulary building, grammar, typing, and a conjunctive science course, consisting of the fundamentals of chemistry, physics and bacteriology. Mary is then assigned work which will require her to be in constant contact with the second-year students, so that she gains a personal insight into the technical study and work of the second year.

During her first semester Mary is invited into membership with Epsilon Delta, the honorary dental assistants' society. She finds that this is not merely a social organization, but a training ground for personality. For in this club there are organized classes in charm and grace and social adjustment. The girls' purpose in these classes is to endeavor to develop within themselves the qualities to become gracious receptionists and hostesses, which are necessary in dental assisting.

Mary's study is not entirely classroom work. She is given a project which necessitates her working in a dental office in the city for six months. She spends from five to twenty hours a week helping the dental assistant there, and

*By Eddy Butler. Reprinted, with permission, from Los Angeles City College *Pace*.

receiving practical knowledge that will aid her greatly in her technical study to follow. She receives class credit for this work. Several times each week Mary observes a lecture-demonstration given by a guest dentist and his patient and assistant. These dentists are prominent in their field, and come to the school to give these demonstrations out of allegiance to his dental society.

As Mary enters her second year's work, she is presented to the representatives of the Southern California State Dental Association and receives an invitation to join the National Dental Assistants' Association. Both of these organizations sponsor and support the dental department at City College. Mary then attends her classes dressed in official dental assistant's uniform and is introduced to the member of the Dental Advisory Committee who is to be her sponsor. During her first class session she participates in the election of class officers and assumes her responsibilities for the year. Mary now realizes that her vocational training is immensely different from the strictly academic study of her first year, in that she may progress as fast as her ability permits.

She manipulates the sterilizers, operating light, x-ray machine and chair, lathe, electric model trimmers, electric inlay furnace, electrical porcelain furnace, air compressor, oxygen and air torches, centrifugal and pressure casting machines with confidence and assurance. The intricacies of the processing room and dental laboratory no longer baffle her. Even now she brings her x-ray patients to the class office, and delves energetically into the complexities of dental ceramics and laboratory techniques. This will be her research project which she will present to the department at the end of the year as her contribution to dental assisting.

The end of her apprenticeship is now drawing near, and Mary begins contemplating her chances for a job. Miss Helen Constable, one of Mary's instructors, has paved the way partly by handling publicity.

Mary then goes to the placement office and consults the placement coordinator about employment. Mary is an outstanding student in her work, and has a fine record. Her chances for employment are excellent, and she is quite likely to be placed before graduation, as has often happened. Her other instructor, Mrs. Sara Tuckey, working in conjunction with Miss McAlmon, takes charge of Mary. She visits the dentists and succeeds in placing Mary, and the year's other average thirty graduates. Mrs. Tuckey does not find this a very difficult task, as she receives more calls for girls than she can furnish.

Mary starts to work at \$16 a week, in compliance with the California State law prohibiting salary for women at less than this amount. Mrs. Tuckey frequently visits the office in which Mary is employed, watching her work and advising her in the slightest difficulty. Her visitations continue for an indefinite length of time, sometimes running for two or three years after the graduate has left school and begun her professional career. Mary continues her membership in the Dental Assistants' Association and contributes to the department and her society by returning to the school to discuss her problems with students and by volunteering technical demonstrations.

PHILOSOPHY IN JUNIOR COLLEGE

Much can be said for the view that the basic junior college course in philosophy should be some sort of combination offering, and the combination which I personally believe best for the average student consists of an introduc-

tion to the field of philosophy in the first semester and the study of a few of the great classics during the second. At Long Beach Junior College we are accustomed to using Lucretius' *On the Nature of Things*, Plato's *Republic*, and Dewey's *Individualism Old and New* as the classics for the second semester's work. This is the basic offering for the great majority of our students who elect philosophy. It is possible, in a single semester, to introduce students to philosophy and to give them some orientation in the subject; they are then prepared to profit more fully from any further study in the field.

Without some understanding of the problems and methods of philosophy, many students are bewildered in any of the usual departments of study; and certainly some knowledge of the field and familiarity with some of the terminology and problems encountered prove to be an asset to any student. Such a basic course as the one mentioned above serves as a sort of double introduction—the first semester, to the *idea* of philosophy; the second, to philosophy itself, perhaps at its best. Much can be said, I think, for the particular assortment of classics used. The combination of ancient and modern viewpoints, of Materialism, Idealism, and Pragmatism, is excellent for those who are philosophically minded.

In spite of all I can do to make the subject interesting and vital, however, I find an occasional student who has no aptitude for the subject and who consequently takes little interest in it. To such I have sometimes recommended the study of Ethics for the second semester. Often such a student takes my advice, sometimes his interest in philosophy is revived and he actually enjoys the second semester's work though he had not enjoyed the first. I find that many who

cannot be interested in metaphysics and epistemology are vitally interested in ethics.

While the above combinations seem best at our institution, I believe several others might be offered where there is sufficient demand for philosophy. In every combination, however, I believe the first semester's work should consist of an introduction; students completing two years of college education should have some conception of what philosophy attempts, how it differs from the other general types of study, and what it offers the person who is seeking a liberal education. Having then achieved some degree of perspective, the student who does not expect to take further courses—and perhaps those who do—should have the privilege of choosing the second semester's work in accordance with his major interest and need. There are five possible combinations that seem desirable: introduction and a study of certain chosen classics; introduction and ethics; introduction and logic; introduction and aesthetics; and, introduction and history.

Since all education concerns itself in some way with the problem of how to live, it seems entirely unnecessary to defend the inclusion of ethics in the basic junior college course. Upon the basis of experience, I have found it altogether desirable to do so.

As for the inclusion of a semester of history, the only question that presents itself is whether the subject could possibly be covered in a worth-while way in a single semester. However, I suspect that it would be possible to develop the role of philosophy in western civilization in a worth-while way in a single semester.

There is such an obvious need for logic on the part of students looking forward to the legal profession, to the min-

istry, to teaching, or to other vocations in which the speech arts and clear thinking are prerequisite, that I must confess an apologetic feeling that we do not offer a course in this important field. The need certainly should be met. And of course *all* cultivated minds should be able to recognize both straight and crooked thinking and make use of only the straight variety.

Beauty is a value so universally recognized, one which adds so much to the enrichment of life, that it seems quite obvious that the student who has gained sufficient perspective to make an intelligent choice within the field of philosophy should have the privilege of electing one semester's study of the philosophy of art. While the art department will usually offer a course in the principles of art, I suspect the bookman was right who ventured the observation that there would not be much philosophy in such a course.

Whether the second semester consists of a study of certain classics, ethics, logic, aesthetics, or history, I am of the opinion that the first semester of the junior college course should consist of an introduction. Philosophy is different from all other junior college courses in that the student comes to it without any previous acquaintance. Since this is the case, I believe it worth while to give him a chance to gain a conception of what philosophy attempts, of what it has to contribute to the enrichment of life. I believe it possible for one to take a course in the classics, in ethics, logic, or aesthetics without gaining such a conception. And since the junior college is the terminal point for so many, since philosophy has so much to offer a person wishing a liberal education, since it is so important in life, I believe that the first semester of the junior college course should attempt to orient students,

to give them perspective in this important field, and that the second should afford them the opportunity of making their own choices in terms of interest and personal needs.

LEONARD C. HUBBARD

Long Beach Junior College
Long Beach, California

IS IT WORTH IT?*

"The local junior college is a fine thing for this community." This fact will be admitted by almost everyone in the community. We have heard many justifications for the college on the basis of the advantages to be derived from the educational, vocational and guidance activities that it carries on, and from the cultural advantages it brings. There seems to be no question in the minds of the people of the community as to these obvious advantages, yet there are some who fail to realize its advantages from the purely financial aspect. Therefore, let us analyze the college from this angle alone.

First, we might mention the publicity value of the college to the city. Worthington is being recognized more and more as the educational center of southwestern Minnesota. People tend to gravitate toward communities offering cultural and educational advantages that similar cities do not have. This gravitation results in increased business for the merchants on Main Street.

Because of the fact that their children go to college here, parents in surrounding communities tend to come to this community frequently and plan to buy goods while they are here. It is hard to estimate the actual cash value of this extra trade, but over a period of years it

*This statement was prepared by Worthington Junior College, Minnesota, for use as local publicity during its recent building campaign.

will tend to pyramid itself and will undoubtedly be a considerable factor in the business of the city.

If there were no junior college here, many of the local students would attend their first two years of college out of town. This would result in considerable sums of money sent to other cities and an added burden because of the higher cost upon the parents who finance this education.

Economists believe that the community having citizens with the highest earning capacity is more prosperous than others. Because of the junior college here, many who otherwise would not afford the opportunities of an education are enabled to gain a fund of information and habits of citizenship that will eventuate in a higher level of earning capacity.

Thus far, we have dealt only in generalizations; now for some specific facts on income to the city because of the junior college. The following figures are based on the 1940-41 enrollment for the first semester: there are 158 students; 64 of these being local residents and 94 nonresidents. The estimated expenditures made by each student are as follows: where estimates are made, they are put purposely low in order to avoid too optimistic a picture.

	Nonresidents	Residents
Tuition	\$ 90	\$ 80
Fees	10	10
Books	20	20
Board	144	—
Room	45	—
Clothes	40	40
Amusements & sundries	20	20
Total per student.....	\$369	\$170

There being 94 nonresident students, the total sum spent during the year will amount to at least 94 times \$369 or \$34,686. Of the 64 resident students, 10 are "specials" taking only part-time work, who pay an average of about \$10

each or a total of \$100; the 54 remaining will expend 54 times \$170 or a total of \$9,180. We can reasonably assume that at least this amount would be spent elsewhere were it not for the junior college.

In addition, the Civil Aeronautics training program brings into the community, from the outside, at least a total of \$10,650 per year.

State and supplemental aid brings in approximately \$10 per student, making a total of \$1,580 which goes directly to the School Board.

In recapitulation we find the following facts:

Spent in Worthington by nonresident students	\$34,686
Received by the School Board through state aid	1,580
Kept home that would otherwise be spent for education elsewhere	9,280
Brought into town because of the air training program	10,650
Total brought into town or kept in town because of the activities of the college	56,296
Brought in by parents of students from outlying districts through their trade	No estimate

The School Board budgets \$8,000 per annum for the operation of the college; over \$56,000 flows into the city because of the college. *Is it worth it?*

MARVIN C. KNUDSON

Worthington Junior College
Worthington, Minnesota

In principle the junior college is here to stay; but it is facing tremendous hazards and is in great need of stabilization and corrective check. The immediate obligation for leaders in education is to appraise it critically but justly and to lend a constructive hand in the unfolding of a wise American policy for the emergence of higher education at this level.—Carl E. Seashore, State University of Iowa, in *The Junior College Movement*.

The Junior College World

CARNEGIE GIFTS

The Carnegie Corporation of New York has allotted its third gift within three years to Frances Shimer Junior College, Illinois. The new donation is a library of approximately 1,000 art pictures and 150 books on art subjects. William E. Goodman of Chicago, treasurer of the board of trustees of Frances Shimer, is donor of a sum which the Carnegie Corporation asks before allocating its art sets. The pictures will be housed in large portfolios in a drawer-type container. They include color reproductions of famous paintings and photographs of famous pieces of sculpture. The collection is a distinct addition to the growing library of art prints used in the teaching of art history and appreciation courses. Earlier gifts from the Carnegie Corporation included sums of money over a period of three years for the purchase of general reading volumes for Campbell Library and last year a record collection and player.

WILL ROGERS DAY

Will Rogers Day was observed by students at Kemper Military School, Missouri, November 4, in an assembly commemorating the life of Will Rogers and his cadet days at Kemper. Speakers recalled how Will arrived at Kemper in 1897 dressed in his "Sunday best"—a 10-gallon hat, flannel shirt, red bandana, and trousers tucked into cowboy boots. Elocution was Will's favorite subject, although the dread subject of most of the cadets. Will would give the required weekly recitation of famous addresses in a manner so all his own that he won distinction immediately. Shortly

before his death in 1935, Will presented Col. T. A. Johnston, of Kemper, a picture bearing the inscription, "To a great benefactor and a man I greatly admire, Col. T. A. Johnston, from his worst pupil, Will Rogers."

TRAVEL AT FRANCES SHIMER

Travel will supplement library and classroom study for students of Frances Shimer College, Illinois, this year. A planned program for study groups regularly to visit centers of fine arts and of scientific and historical importance has been adopted by the faculty. In addition, the college will sponsor a third long-distance trip by airplane this spring.

Members of dramatics classes took the season's first trip in November when they attended a performance of Katherine Cornell's play, "A Doctor's Dilemma," in Chicago. Students of art and the physical sciences visited Chicago art centers and scientific laboratories at the same time. Music students will attend concerts and operas in Chicago this month. Other trips will take sociology students to such social centers as Hull House, housing projects, and foreign districts in Chicago. English and journalism students will visit newspaper plants, radio stations, and large printing and engraving plants to study the color process. American history students will visit Lincoln shrines in Springfield, New Salem, and other Illinois points. A general interest trip in the spring will survey a cross-section of modern industrial and economic life. On an extended visit to Chicago students will go through an industrial plant, a hotel, courts and hos-

pitals, research and university laboratories, the board of trade, and other points of interest.

As in the past, several trips will take students to specific events and exhibitions at the Art Institute, Field Museum, Shedd Aquarium, Rosenwald Museum, and planetarium in Chicago, in addition to trips to museums and events in such cities as Rockford, Freeport, Davenport, and Galena.

The third student airplane trip sponsored by Frances Shimer will take place during the spring vacation in March, 1942. Frances Shimer was the first college to fly students when two years ago a group visited New York and Washington. Last year the "Flying Class" took a plane load to Mexico. Next spring's trip will include visits to New Orleans, Galveston, San Antonio, Randolph Field and a Texas dude ranch.

DEATH OF MAJOR MACAARON

Major W. S. MacAaron, commandant at Kemper Military School, Missouri, died November 11. He had been commandant of Kemper for 30 years and was the oldest commandant in service in the United States. He was a veteran of the Spanish-American War and received decorations for action from the United States and the government of Cuba. He was a major in the Officers Reserve Corps Military Police.

MINNESOTA STUDY

In a recent study by the University of Minnesota of the graduates of more than 500 high schools, it was found that approximately one in five continue their training in a college or university. Of these a fourth were enrolled in liberal arts colleges, a fourth in teachers colleges, a fourth in junior colleges, and a fifth in the University of Minnesota. The remainder attended institutions outside the state.

JUNIOR COLLEGES IN THAILAND

An article "Educational Progress in Thailand" by E. Mowbray Tate, printed in the *Thailand Outlook* for July, 1941, states that Bangkok Christian College and Wattana Wittaya Academy, both in Bangkok, are offering some courses on the junior college level. Both are operated under the auspices of the Presbyterian Mission Board. Dr. Tate, president of Bangkok Christian College, says:

The Thailand Mission is well aware that Thailand is the only country in Asia, with Presbyterian mission work, that does not have a Christian college or university on the degree level. In 1925 a new site was purchased for Bangkok Christian College with the intention of expanding the senior high school into a junior college, but the financial depression following 1929 delayed the project more than a decade. Last year the mission again took action toward the establishment of a junior college on the new site, but the war has pushed construction costs so high that the work again has been delayed.

DOCTOR OF EDUCATION

In an analysis of 805 individuals who have received the doctor of education degree in the past 10 years, Dr. E. V. Hollis of the American Council on Education found that 715 are engaged in the educational field. Of these 16 per cent were employed at the university level, 31 per cent in colleges including teachers colleges (nearly two-thirds of this category), 5 per cent in junior colleges, and 48 per cent in public schools.

RELIGION AT LOS ANGELES

The religious and spiritual interests of students at Los Angeles City College are taken care of by the University Religious Conference since the college is a public institution and is prohibited by the state constitution from teaching "sectarian or denominational doctrine." The Conference has provided a building directly across from the campus for the use of young men and women of the college. The activities of the Conference

are supervised by an advisory board of representatives of various faiths, a faculty committee, and a student board composed of students of Los Angeles City College. Churches and religious groups participating in the religious contact work include the Christian Church Club, Hebrew, Latter Day Saints, Interdenominational, Lutheran, Roman Catholic, Baptist, Episcopalian, Methodist, and Presbyterian.

HEADS C. E. A.

Horace J. Wubben, president of Mesa College, Colorado, became president of the Colorado Educational Association at the annual meeting of the group at Mesa College in January. President Wubben has been vice president of the C. E. A. this past year.

LEGAL SECRETARIES

In the year and a half that the course in legal secretarial work has been offered at Los Angeles City College, California, over 50 girls have been placed in such positions in law firms, in the legal departments of large corporations, or under Civil Service, with city offices, the District Attorney, and the Federal Bureau of Investigation. Starting salaries have ranged from \$85 to \$125 a month, and no girl who has been working over a year makes less than \$100. The field for legal secretaries is not overcrowded, the college reports. There are over 6,000 lawyers in Los Angeles alone.

NURSING COURSES

Nursing courses have been added to the curriculum of San Antonio Junior College, Texas. They are held during both the day and the night sessions and include anatomy and physiology, microbiology, chemistry, nursing psychology, and sociology. Assisting in formulation of the courses were two members of the state board of nurse examiners.

RADIO JUNIOR COLLEGE

Through its Radio Junior College, conducted by Station WOSU at Columbus, Ohio, Ohio State University is offering college work to hundreds of Ohioans who cannot enroll at the university. University faculty members teach English, Spanish, French, and music. No college credit is given for the courses. Enrollment and bulletins for all courses are free upon request to the university station.

In the field of instruction there is much progress to be made. The most important discrimination which the junior colleges must make is as to whether the instructional methods and the type of teachers to be found in the high school are to carry over into the college, or whether there shall be a greater disposition to throw the students upon their own responsibility and to encourage them to develop self-discipline and self-direction. The question to be solved in each institution in the light of its own situation is whether the students are reaching the stage of development where they can begin to put away childish things. The junior college, because of the age limits of its students, is in danger of myopia.—ROBERT L. KELLY, in *The American Colleges and the Social Order*.

With the increased interest the federal government is showing in youth, as exemplified in the various youth agencies, and with the realization of the necessity for economic preparedness, it would seem that the time is ripe to get away as steadily as possible from the attempt to dilute vocational education with general—whether it be in the high school, the junior college, or the senior college.—Editorial in November *Southern Association Quarterly*.

From the Secretary's Desk

BALTIMORE MEETING

After this issue of the *Journal* had gone to press the Executive Committee, on account of the outbreak of war, voted to change the annual meeting of the Association from Los Angeles, February 26-28, to Baltimore, January 2-3. A full account of the emergency Baltimore meeting will be given in the March issue.

W. C. E.

SECRETARY'S ACTIVITIES

The Executive Secretary gave an address, "The Contribution of the Junior College to the National Welfare," at the annual meeting of the Middle States Association of College and Secondary Schools at Atlantic City November 22. He spoke at a community meeting in connection with plans for a new junior college at Rutherford, New Jersey, December 3. He spoke on "The Junior College Program" at a meeting of the Indiana Schoolmen's Club at Bloomington, Indiana, December 13 as part of a general consideration of opportunities and needs for junior colleges in the state.

WOMEN AS BOARD MEMBERS

With few exceptions junior colleges, like other institutions of higher education in the United States, are controlled by governing boards variously known as boards of trustees, boards of education, boards of regents, or similar designations. The functions of such boards are not primarily management but determination of general policies both financial and educational. Approximately half the students in the junior colleges of the country are young women. To

what extent are the members of boards of control also women? An answer to this important question is afforded by an analysis of the 494 institutional exhibits published in the reference volume *American Junior Colleges*.

On the boards of two-fifths of these institutions one or more women are found, the proportion being a little higher in the privately controlled junior colleges than in those under public control. In almost two-thirds of the 80 junior colleges for women the board includes one or more women.

The 197 junior colleges which have women on their boards have a total of 2,597 board members of whom 22 per cent are women. In the publicly controlled junior colleges 17 per cent of the board members are women; in those privately controlled, 24 per cent. This is a much larger number than found in the four-year colleges and universities as far as data are available for comparison. In the 45 so-called land-grant colleges including many state universities, a recent survey showed 644 board members of whom 34 (5 per cent) were women. Women were found on the boards of 34 of the 45 institutions.¹ Twenty of 34 Methodist colleges had women on their boards, but in only three cases was the proportion of women as high as 10 per cent. In one woman's college the percentage of women was 33.²

Further details are given in Table I. The data given in the last column "Pri-

¹ A. J. Klein, *Survey of Land-Grant Colleges and Universities*, U. S. Office of Education Bulletin, 1930, No. 9, Vol. 1, p. 55.

² F. W. Reeves and others, *The Liberal Arts College*, University of Chicago Press, Chicago, 1932, p. 74.

vate, women" are also included in the column "Private, total."

TABLE I. NUMBER AND PERCENTAGE OF WOMEN ON BOARDS OF CONTROL OF ACCREDITED JUNIOR COLLEGES

	Private			
	Total	Public	total	Private women
Number of junior colleges listed in American Junior Colleges	494	239	255	80
Number with women on board	197	89	108	51
Per cent with women on board	40%	37%	42%	64%
Total members on boards having women	2,597	762	1,835	698
Total women on boards	567	126	441	233
Per cent of women members	22%	17%	24%	33%
Average number of board members	13.2	8.6	17.0	13.7
Average number of women	2.9	1.4	4.1	4.6

More than a third of the junior colleges which have women on their boards have only one such representative. The largest number of women found is 16 in Barber-Scotia College, North Carolina, with a total board membership of 48. In only two of the public junior colleges are there more than two women on the board, but there are 66 privately controlled institutions in which this is the case. Details are shown in Table II.

TABLE II. NUMBER OF JUNIOR COLLEGES HAVING INDICATED NUMBER OF WOMEN ON THEIR BOARDS OF CONTROL

	Number of junior colleges			
	Total	Public	total	Private women
Number of women				
1	71	56	15	6
2	58	31	27	6
3	17	1	16	7
4	13	0	13	9
5	15	1	14	9
6	4	0	4	3
7	8	0	8	7
8	4	0	4	1
10	1	0	1	1
11	1	0	1	0
12	2	0	2	1
14	1	0	1	0
15	1	0	1	0
16	1	0	1	1

Proportion of Women

Of the public junior colleges, only 15 report boards of more than 10 members. Of these nine have one woman member, five have two members, and one (Junior College of Augusta, Georgia) has five women of a total membership of 22.

As shown in Table I, however, privately controlled junior colleges tend to have much larger boards. Seventy of the 108 under consideration have boards of more than 10 members and 15 have boards of more than 30 members. Of those with more than 30 members, five have 2 women, one has 3, three have 5, three have 8, one has 12, one has 15, and one has 16.

In 24 junior colleges (four coeducational) more than half of the members of the board are women. In 15 institutions (2 coeducational) all of the trustees are women. Fourteen of these are Catholic junior colleges.

In the more than 300 accredited junior colleges in which no women are found on the boards of control but in most of which women students constitute approximately half of the enrollment, it would appear desirable to provide for representation of both sexes. In all but a small proportion of the approximately 200 junior colleges which now have one or more women on the board, the question may be raised whether this number might not appropriately be increased.

WALTER C. EELLS

TERMINAL MONOGRAPHS

The series of studies on terminal education is of vital importance because it is not an attempt at self-justification but an earnest effort to take stock and to examine objectively the achievements and weaknesses of an important educational movement which has grown considerably in the past forty years. Had

such studies of our colleges and universities been made periodically from the time of their inception it is very likely that they would have ceased to be ivory towers long since. . . . These monographs on terminal education are noteworthy contributions which will undoubtedly influence the curriculum, organization, philosophical objectives, and general direction of the junior college movement. They will no doubt foster intelligent growth and planned expansion as against the haphazard growth of many of our educational institutions and educational movements in the past.—A. ABBOTT KAPLAN, in *School Executive*, for October 1941.

No doubt an adjustment will sooner or later be made in which each unit of our educational work—the high school, the junior college, and the liberal college—will find its place. It is certainly true that all three of these agencies put together and all of the other agencies which may be resuscitated or invented, cannot soon perform the task of affording first-class educational opportunities to the millions of boys and girls of our American democracy. That there should be permanent antagonism between one unit and the other units is not in accord with the spirit of American education.—ROBERT L. KELLY, in *The American Colleges and the Social Order*.

Junior colleges, instead of providing the first half of an expected four-year course, are more and more fulfilling a separate function through the provision of what educators call "terminal curricula." In other words, they are adapting their methods to a full realization of the fact that a great many who begin school work at the college level never carry it on to the winning of a degree.—Editorial in *Minneapolis Tribune*.

The junior college movement is perhaps the most significant mass movement in higher education that this or any other country has ever witnessed in an equal period of time. . . . In comparison with this movement, the introduction of graduate work in the university, the introduction of the elective system in the college, and the freeing of the school from college domination have been comparatively tame.—CARL E. SEASHORE, State University of Iowa, in *The Junior College Movement*.

The trend in education is toward the junior college. Many university educators favor such schools as offering the best way to give young people the first two years of college work near their homes. Many of these schools are now offering complete two year courses for those who are unable or who do not care to take a four-year course. New courses in vocational work are being added. This gives young men and women a chance to prepare themselves for skilled jobs without leaving home.—From an editorial in the *Norfolk News*, Neb., and reprinted in the *Grand Island Independent*.

We see a new trend in public education which will undoubtedly have the effect of decreasing the amount of specialized training in the high school; it will increase junior college enrollments and decrease the enrollments of the high school graduates in the private business schools for additional training.—HAMDEN L. FORKNER, in *Nation's Schools*.

The rapid rise of the junior college is one of the present day phenomena—one of the most gratifying, for it shows a realism in educational principle that has not previously been evident.—KARL BROWN in *Library Journal*.

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4253. HOLLINSHEAD, BYRON S., and STAPSAY, PETER P., "The Business Curriculum in Junior Colleges," *National Business Education Outlook*, 6th Yearbook, National Commercial Teachers Federation, 1940. Pages 284-96.

4254. HOLTON, HOLLAND, "The Junior College," *Southern Association Quarterly*, 4:673-74 (November 1940).

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4255. HOOPER, W. D., "Elective Courses and When Election Should Begin," *Association of Colleges and Secondary Schools of the South Proceedings of 23rd Annual Meeting*, 1917. Pages 50-55.

Brief consideration of electives in junior college years.

4256. HOPKINS, C. HOWARD, and ORTON, DWAYNE, "Offering Education for Social Competency," *California*

- Journal of Secondary Education*, 15: 284-7 (May 1940).

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4258. HOULE, CYRIL O., "Adult Education in the Evening Junior College," *School Review*, 49:595-602 (October 1941).

4259. HOUSTON, C. G., "The College That Service Clubs Built," *Rotarian*, 52:47 (February 1938).

Development of junior college at Grand Junction, Colorado.

4260. HOWARD, HENRY J., "Should This State Establish Public Junior Colleges?" *South Carolina Education*, 18:256-9 (March 1937).

Attempts to answer the question for South Carolina by answering two subquestions. (1) Is there a real need for such colleges in our state? and (2) Is the state capable of maintaining such institutions? Suggests grouping of counties into 12 districts capable of supporting them.

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4263. HOYT, ESTHER L., "An Orientation Curriculum in the Junior College," *Texas Outlook* 25:16 (February 1941).
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4266. HUGHES, WILLIAM L., "Orientation Courses in Physical Education for College Freshmen," *Journal of Health and Physical Education*, 5:22-4 (December 1934).
Discusses types of courses found, characteristic of courses for women, and courses for men, advantages and disadvantages, and guidance. Gives outline of orientation course for *junior college men* developed by Glenn Howard.
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4270. HUMPHREYS, J. ANTHONY, *How to Choose a Career* (Occupational Monograph, No. 7), Science Research Associates, Chicago, 1939. 48 pages.
Written by the director of personnel service of Woodrow Wilson Junior College. Concrete, specific, and helpful.
4271. HUMPHREYS, J. ANTHONY, *How to Choose a Career* (Revised Edition), Science Research Associates, 1700 S. Prairie Avenue, Chicago, Illinois, 1940. 48 pages.
"Occupation Monograph No. 7" written by the director of personnel service at Woodrow Wilson Junior College. Discusses in concrete terms how to store facts about careers, what to learn about occupations, what to learn about yourself, and how to relate analysis of occupation to self-analysis.
4272. HUMPHREYS, J. ANTHONY, "Improving Registration in the Junior College," *Journal of the American Association of Collegiate Registrars*, 16:213 (January 1941).
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Address before general session of American Association of Collegiate Registrars. Three aims: "first, to summarize briefly certain aspects of current status of the junior college; second, to stimulate renewed thinking about the problems which arise from the existence of the junior college and from its relationships to colleges and universities; and third, to state certain convictions of the speaker which are in a genuine sense possible principles for the guidance of colleges and universities and junior colleges in their interrelations." Includes brief discussion by Mr. Lesher and Mr. Humphreys.
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Review of Terminal Education Monograph No. 1.

Junior College Directory, 1942

Compiled by

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Executive Secretary, American Association of Junior Colleges

THIS Directory contains information concerning all junior colleges in the United States which have been reported to the Washington Office of the American Association of Junior Colleges up to December 20, 1941. This list is meant to be inclusive rather than exclusive and therefore it contains the names of some institutions which may be doing relatively little junior college work. It omits, however, a number of institutions that give work of college grade but are not organized on a junior college basis, as well as several normal schools and teachers colleges listed in previous issues of this Directory. It includes separately organized junior colleges, general colleges, or lower divisions of four-year colleges or universities only in case they are active members of the American Association of Junior Colleges. Whenever an institution has so requested, its name has been omitted from the list. Institutions for whom no information was reported in the 1941 Directory have been dropped from the 1942 Directory unless new information has been secured to justify the retention of their names this year. The data here included have been taken from reports received in the autumn of 1941 directly from some responsible officer of the junior college named, except as otherwise indicated.

For explanation of terminology and symbols see the following page. For a summary of certain features by states and type of control of the colleges, see page 279.

EXPLANATIONS

The following explanations will aid in a more intelligent use of this Directory:

Administrative Head. In branch junior colleges a question sometimes arises as to whether the president of the parent institution or the dean of the local junior college should be considered the administrative head. In many public junior colleges, organized as parts of city school systems, a similar question concerns the city superintendent of schools and the dean or principal of the junior college. In all such cases the institution's own designation of its "administrative head" has been accepted, even though uniformity is thereby sacrificed. The administrative head, as stated, presumably is the individual to whom general correspondence concerning the institution should be addressed. His official title is indicated following his name.

Accreditation. Three types of accreditation (State Department, State University, Regional Association, or equivalent recognition) are indicated by appropriate symbols, arranged in order:

D—State Department of Education; Board of Education in the District of Columbia; junior college accrediting commission in Mississippi.

U—State University, State College, or equivalent institution in states which do not have a state university; or by state college association or equivalent organization recognized as a state accrediting agency.

Accreditation by or membership in one of the regional associations of colleges and secondary schools.

E—New England Association
M—Middle States Association
N—North Central Association
S—Southern Association
W—Northwest Association

Affiliation with the Catholic University of America or the University Senate of the Methodist Church is indicated for institutions not otherwise accredited.

Type. Three main types are distinguished—coeducational, for men only, and for women only, indicated by the initial letters, C, M, and W, respectively. Negro junior colleges are shown by (N) following the name of the institution.

Control. The primary basis of classification, as commonly recognized, is two-fold: institutions *publicly controlled*, and institutions *privately controlled*. The first group is sub-

divided into state, district, and local junior colleges; the second into those under denominational control or affiliation, non-denominational nonprofit institutions, and proprietary institutions. The following abbreviations are used for the denominations indicated:

A. M. E.—African Methodist Episcopal.
A. M. E. Z.—African Methodist Episcopal Zion.
Breth. Chr.—Brethren in Christ.
Ch. of Chr.—Church of Christ.
Cong.-Chr.—Congregational and Christian.
Ev. M. C.—Evangelical Mission Covenant.
Fr. Meth.—Free Methodist.
L. D. S.—Latter Day Saints (Mormon).
Pent. Hol.—Pentecostal Holiness.
Presby.—Presbyterian (Northern).
Presby. S.—Presbyterian (Southern).
Ref. Ch.—Reformed Church in America.
7th D. Adv.—Seventh Day Adventist.
Un. Breth.—United Brethren.
Wes. Meth.—Wesleyan Methodist.

Year Organized. Each institution was asked to report the year it was *organized as a junior college*. In some cases, however, it is evident that there has been reported instead the date of origin of an institution of same or similar name which has since developed into a junior college. Dates prior to 1900 should usually be interpreted in this way.

Enrollment. Note that enrollment data are usually given for the previous *complete* year, 1940-41. In a few cases of newly organized institutions enrollment for 1941-42 is given. Under "special" students are included day students taking less than a normal load; students in late afternoon, evening, and extension courses; adults in special courses, summer school students, etc.

Faculty. Note that number of faculty members, unlike number of students, is given for the *current* year, 1941-42, in two classes, full-time, and part-time.

Membership. Membership in the American Association of Junior Colleges is indicated by a symbol preceding the name of the institution: an asterisk (*) for active members; a dagger (†) for associate members. Active membership is open to any junior college which has received any of the types of accreditation or equivalent recognition indicated in the explanation of "accreditation" above. Associate membership is open to newly organized institutions and others which have not yet received such recognition. **The American Association of Junior Colleges does not act as an accrediting agency.**

Summaries by States

State	JUNIOR COLLEGES			ENROLLMENT			FACULTY			Membership in A.A.J.C.	
	Total	Public	Private	Total	Public	Private	Total	Public	Private	Active	Associate
United States	627	279	348	267,406	197,375	70,031	13,786	7,652	6,134	403	37
Alabama	8	0	8	1,230	0	1,230	122	0	122	4	2
Arizona	2	2	0	1,196	1,196	0	52	52	0	2	0
Arkansas	10	8	2	3,042	2,941	101	182	158	24	7	0
California	61	47	14	109,200	106,086	3,114	2,728	2,512	216	38	0
Canal Zone	1	1	0	792	792	0	38	38	0	1	0
Colorado	9	4	5	2,186	1,697	489	144	83	61	5	0
Connecticut	15	0	15	3,681	0	3,681	350	0	350	9	2
Delaware	0	0	0	0	0	0	0	0	0	0	0
Dist. Columbia	11	0	11	3,572	0	3,572	257	0	257	8	3
Florida	10	1	9	1,704	128	1,576	178	20	158	6	1
Georgia	21	11	10	5,309	3,938	1,371	348	238	110	12	1
Idaho	4	3	1	2,150	1,823	327	153	136	17	3	0
Illinois	28	13	15	19,268	15,477	3,791	834	537	297	23	1
Indiana	6	1	5	767	133	634	67	12	55	2	1
Iowa	36	27	9	3,611	2,494	1,117	434	287	147	13	0
Kansas	23	14	9	6,056	5,214	842	402	310	92	17	0
Kentucky	14	2	12	3,132	340	2,792	220	22	198	10	0
Louisiana	3	2	1	1,044	963	81	76	62	14	2	0
Maine	5	0	5	531	0	531	78	0	78	3	1
Maryland	7	0	7	1,442	0	1,442	183	0	183	6	0
Massachusetts	25	1	24	5,005	19	4,986	540	8	532	11	8
Michigan	13	9	4	4,298	3,841	457	265	225	40	12	0
Minnesota	16	13	3	3,311	3,056	255	277	247	30	11	0
Mississippi	21	12	9	5,252	4,211	1,041	408	276	132	17	0
Missouri	24	11	13	8,366	3,975	4,391	428	264	164	18	1
Montana	5	3	2	1,572	902	670	103	56	47	3	0
Nebraska	6	3	3	902	372	530	96	48	48	6	0
Nevada	0	0	0	0	0	0	0	0	0	0	0
N. Hampshire	3	0	3	576	0	576	93	0	93	3	0
New Jersey	10	2	8	2,969	831	2,138	160	38	122	5	4
New Mexico	1	1	0	350	350	0	24	24	0	1	0
New York	18	6	12	5,727	1,899	3,828	424	137	287	6	6
North Carolina	25	2	23	6,952	2,276	4,676	437	15	422	20	1
North Dakota	5	5	0	926	926	0	85	85	0	3	0
Ohio	8	1	7	2,651	213	2,438	141	11	130	6	0
Oklahoma	29	26	3	6,308	6,117	191	415	368	47	17	0
Oregon	2	0	2	1,148	0	1,148	62	0	62	2	0
Pennsylvania	24	5	19	4,671	1,595	3,078	471	110	361	16	4
Rhode Island	0	0	0	0	0	0	0	0	0	0	0
South Carolina	12	0	12	1,762	0	1,762	130	0	130	6	0
South Dakota	5	0	5	339	0	339	67	0	67	1	0
Tennessee	14	1	13	2,893	368	2,525	281	29	252	10	1
Texas	42	24	18	16,622	13,213	3,409	1,010	750	260	23	0
Utah	6	5	1	3,405	3,289	116	196	171	25	5	0
Vermont	3	0	3	522	0	522	68	0	68	3	0
Virginia	16	1	15	3,937	1,134	2,803	348	37	311	14	0
Washington	9	8	1	1,519	1,201	318	115	100	15	8	0
West Virginia	4	1	3	1,044	328	716	78	22	56	3	0
Wisconsin	7	3	4	4,466	4,037	429	218	164	54	2	0
Wyoming	0	0	0	0	0	0	0	0	0	0	0

INSTITUTIONS:

ALABAMA

Privately controlled

- *Marion Institute
- *Oakwood Junior College (N)
- *St. Bernard Junior College
- *Selma University (N)
- *Snead Junior College
- *Southern Union College
- *Stillman Institute (N)
- *Walker Junior College

ARIZONA

Publicly controlled

- *Gila Junior College
- *Phoenix Junior College

ARKANSAS

Publicly controlled

- *Arkansas Polytechnic College
- *Central Ark., Jr. Agric. Coll. of
- *Dunbar Junior College (N)
- *El Dorado Junior College
- *Fort Smith Junior College
- *Hot Springs Junior College
- *Little Rock Junior College
- *State A. and M. College

Privately controlled

- Central College
- Southern Baptist College

CALIFORNIA

Publicly controlled

- Antelope Valley Junior College
- *Bakersfield Junior College
- *Brawley Junior College
- *Central Junior College
- *Chaffey Junior College
- *Citrus Junior College
- *Coalinga Extension Center

INSTITUTIONS:	LOCATION	ADMINISTRATIVE HEAD	ACCREDI- TATION	CONTROL OR AFFILI- ATION	ORGAN- IZED AS JR. COLL.	YEARS IN- CLUDED	ENROLLMENT, 1940-41				FACULTY 1941-42	
							Total	Fresh.	Soph.	Other	Full- Time	Part- Time
ALABAMA <i>Privately controlled</i>	Marion	W. L. Murfee, Pres.	DUS	M	Nonprofit	1919	272	131	86	55	17	2
	Huntsville	J. L. Moran, Pres.	---	C	7th-D. Adv.	1917	73	35	31	7	0	11
	St. Bernard	Boniface Seng, Pres.	DUS	M	Catholic	1921	106	51	45	10	7	10
	Selma	W. H. Dinkins, Pres.	---	C	Baptist	1927	79	51	28	0	9	9
	Boaz	J. W. Broyles, Pres.	DUS	C	Methodist	1935	227	104	98	25	21	2
	Wadley	Ross Ensminger, Pres.	-U-	C	Cong.-Chr.	1934	98	66	30	2	8	3
	Tuscaloosa	A. L. Jackson, Pres.	D-S	C	Presby.	1927	325	155	165	5	20	6
	Jasper	Carl A. E. Jesse, Pres.	---	C	Nonprofit	1938	50	26	5	19	4	2
ARIZONA <i>Publicly controlled</i>	Thatcher	Monroe H. Clark, Pres.	-U-	C	District	1921	219	94	65	60	15	0
	Phoenix	E. W. Montgomery, Pres.	DUN	C	District	1920	977	544	245	188	32	5
ARKANSAS <i>Publicly controlled</i>	Russellville	J. W. Hull, Pres.	DUN	C	State	1925	888	480	272	136	28	6
	Beebe	B. E. Whitmore, Pres.	D--	C	State	1931	306	102	82	122	5	3
	Little Rock	J. H. Lewis, Pres.	D--	C	Local	1929	178	79	49	50	3	10
	El Dorado	Eleanor Gilliam, Dean	DU-	C	Local	1925	65	37	26	2	6	1
	Fort Smith	J. W. Ramsey, Pres.	DU-	C	Local	1928	269	103	66	100	3	23
	Hot Springs	E. E. Bratcher, Pres.	---	C	Local	1941	39	8	0	31	0	15
	Little Rock	E. Q. Brothers, Dean	DUN	C	Local	1927	581	260	127	194	17	8
	Magnolia	C. A. Overstreet, Pres.	DUN	C	State	1925	615	329	178	108	30	0
CALIFORNIA <i>Privately controlled</i>	Conway	O. J. Wade, Pres.	DUN	W	Baptist	1921	101	60	35	6	14	0
	Pocahontas	H. E. Williams, Pres.	---	C	Baptist	1941	0	0	0	0	6	4
CALIFORNIA <i>Publicly controlled</i>	Lancaster	David J. Roach, Dean	DU-	C	Local	1929	150	79	64	7	4	12
	Bakersfield	Grace V. Bird, Director	DU-	C	Local	1913	1706	592	382	732	32	36
	Brawley	Percy E. Palmer, Prin.	DU-	C	Local	1924	94	45	31	18	0	21
	El Centro	Glenn Kieffer, Dean	DU-	C	Local	1922	276	177	55	44	3	31
	Ontario	Cladner W. Spring, Pres.	DU-	C	District	1916	4207	538	370	3299	35	19
	Azusa-Glendora	F. S. Hayden, Prin.	DU-	C	Local	1915	280	94	57	129	0	32
	Coalinga	T. A. Ellestad, Supt.	DU-	C	Local	1932	149	88	43	18	6	12
CALIFORNIA <i>Publicly controlled</i>	Compton	O. Scott Thompson, Pres.	DU-	C	District	1927	1916 ¹	1129	650	137	93	3

*Compton Junior College	Compton	O. Scott Thompson, Pres.	DU—	C	District	1927	Four	1916 ¹	1129	650	137	93	3
*Fresno City Junior College	Fresno	F. W. Thomas, Director	DU—	C	Local	1910	Two	1110	216	71	823	12	5
*Fullerton Junior College	Fullerton	S. H. Cortez, Director	DU—	C	District	1913	Two	4369	863	801	2705	66	38
*Glendale Junior College	Glendale	G. H. Geyer, Director	DU—	C	District	1927	Two	1416	334	270	42	3	
*Lassen Junior College	Susanville	N. H. McCollom, Pres.	DU—	C	Local	1925	Two	830	91	73	666	5	18
*Long Beach Junior College	Long Beach	John L. Lounsbury, Prin.	DU—	C	District	1927	Two	3967	1355	663	1949	69	4
*Los Angeles City College	Los Angeles	R. C. Ingalls, Director	DU—	C	District	1929	Two	7416	4281	2820	315	195	0
*Marin Junior College	Kentfield	A. C. Olney, Pres.	DU—	C	District	1926	Two	6208	439	205	5564	32	6
*Modesto Junior College	Modesto	Dwight C. Baker, Pres.	DU—	C	District	1921	Two	1604	713	490	401	64	4
*Modesto Evening Junior College	Modesto	W. M. Pugh, Prin.	DU—	C	District	1939	Two	8155	0	0	8155	22	40
*Napa Junior College ²	Napa	H. M. McPherson, Pres.	DU—	C	District	1941	Four	0	0	0	0	0	0
*Oceanside-Carlsbad Jr. Coll.	Oceanside	Ralph I. Hale, Supt.	DU—	C	Local	1934	Two	229	124	74	31	9	16
*Pasadena Junior College	Pasadena	John W. Harbeson, Prin.	DU—	C	District	1924	Four	4853 ³	1857	1517	1479	281	12
*Placer Junior College	Auburn	Ernest E. Oertel, Dean	DU—	C	Local	1936	Two	500	316	149	35	19	16
*Pomona Junior College	Pomona	Johnston E. Walker, Prin.	DU—	C	Local	1916	Two	545	405	140	0	4	40
*Porterville Junior College	Porterville	B. H. Grismer, Supt.	DU—	C	Local	1927	Two	269	155	88	26	3	24
*Reedley Junior College	Reedley	J. O. McLaughlin, Prin.	DU—	C	Local	1926	Two	479	268	196	15	9	32
*Riverside Junior College	Riverside	A. G. Paul, Director	DU—	C	District	1916	Two	1428	339	322	767	32	11
*Sacramento Junior College	Sacramento	R. E. Rutledge, Pres.	DU—	C	District	1916	Two	14110	2026	1069	11015	119	0
*Salinas Junior College	Salinas	Richard J. Werner, Pres.	DU—	C	Local	1920	Two	1070	590	346	134	34	0
*Salinas Evening Junior College	Salinas	Helen E. Ward, Prin.	DU—	C	Local	1935	Two	3791	0	0	3791	0	45
*San Benito County Junior Coll.	Hollister	Frank A. Bauman, Dean	DU—	C	Local	1919	Two	315	63	43	209	—	—
*San Bernardino Valley Jr. Coll.	San Bernardino	Nicholas Ricciardi, Pres.	DU—	C	District	1926	Two	6195	604	241	5350	34	2
*San Diego Junior College	San Diego	Walter R. Heppner, Prin.	DU—	C	Local	1935	Two	213	159	54	0	6	10
*San Diego Evening Junior Coll.	San Diego	Paul E. Klein, Prin.	DU—	C	Local	1939	Two	668	0	0	668	0	26
*San Diego Voc. Eve. Jr. Coll.	San Diego	J. Graham Sullivan, Prin.	DU—	C	Local	1939	Two	6972	0	0	6972	—	—
*San Francisco Junior College	San Francisco	A. J. Cloud, Pres.	DU—	C	Local	1935	Two	3787	2164	1443	180	126	21
*San Jose Junior College	San Jose	T. W. MacQuarrie, Pres.	DU—	C	District	1928	Two	1696	1137	559	0	76	1
*San Luis Obispo Junior College	San Luis Obispo	Henry A. Cross, Dean	DU—	C	Local	1936	Two	549	222	112	215	11	26
*San Mateo Junior College	San Mateo	Charles S. Morris, Pres.	DU—	C	District	1922	Two	3404	711	458	2235	51	7
*Santa Ana Junior College	Santa Ana	D. K. Hammond, Director	DU—	C	District	1915	Two	1513	681	377	455	41	2
*Santa Maria Junior College	Santa Maria	Andrew P. Hill, Jr., Prin.	DU—	C	Local	1920	Two	284	186	88	10	0	32
*Santa Monica Junior College	Santa Monica	E. C. Sandmeyer, Director	DU—	C	Local	1929	Two	1611	1078	504	29	43	2
*Santa Rosa Junior College	Santa Rosa	Floyd P. Bailey, Pres.	DU—	C	District	1918	Two	1302	492	375	435	37	3
*Stockton Junior College	Stockton	Dwayne Orton, Pres.	DU—	C	Local	1935	Two	1941	744	553	644	47	26
*Taft Junior College	Taft	John G. Howes, Dean	DU—	C	Local	1922	Two	402	225	137	40	4	43
*Ventura Junior College	Ventura	R. H. Henry, Prin.	DU—	C	Local	1939	Four	928 ⁴	452	196	280	62	2
*Ventura Evening Junior College	Ventura	Noble Johnson, Prin.	DU—	C	Local	1938	Two	1680	0	0	1680	2	30
*Visalia Junior College	Visalia	L. J. Williams, Prin.	DU—	C	Local	1926	Two	882	619	222	41	31	5
*Yuba Junior College	Marysville	Pedro Osuna, Dean	DU—	C	District	1927	Two	617	328	230	59	17	16

¹ Additional enrollment in lower two years, 1593.
² Will open fall of 1942.
³ Additional enrollment in lower two years, 3433.
⁴ Additional enrollment in lower two years, 1550.

* Active member of the American Association of Junior Colleges.
† Associate member of the American Association of Junior Colleges.
‡ For meaning of symbols in these columns see page 278.

INSTITUTION†	LOCATION	ADMINISTRATIVE HEAD	ACCREDI- TATION‡	CONTROL OR AFFILIA- TION	ORGAN- IZED AS JR. COLL.	YEARS IN- CLUDED	ENROLLMENT, 1940-41				FACULTY 1941-42	
							Total	Fresh.	Soph.	Other	Full- Time	Part- Time
CALIFORNIA (Continued)												
Privately controlled												
*Armstrong Junior College	Berkeley	J. E. Armstrong, Pres.	DU—	C	Proprietary	1932	46	35	11	0	18	1
*Beulah College	Upland	A. M. Climenhaga, Pres.	—U—	C	Breth. Chr.	1920	27	16	9	2	1	9
California Concordia College	Oakland	Theodore Brohm, Pres.	—U—	C	Lutheran	1918	23	12	8	3	0	7
Cogswell Polytechnic College	San Francisco	Robert W. Dodd, Pres.	—U—	C	Nonprofit	1930	269	127	142	0	13	0
Cummock Junior College‡	Los Angeles	R. C. Brooks, Pres.	—U—	C	Proprietary	1922	72	52	15	5	4	8
Deep Springs Junior College	Deep Springs	Armand W. Kelly, Director	—U—	M	Nonprofit	1917	20	7	8	5	6	1
Holmby College	Los Angeles	Federica de Laguna, Pres.	—U—	W	Proprietary	1924	52	32	19	1	10	17
La Sierra College	Arlington	E. E. Cossentine, Pres.	—UW	C	7th D. Adv.	1927	480	275	120	85	27	8
Lick-Wilmerding Schools	San Francisco	Ward H. Austin, Director	—U—	C	Nonprofit	1930	38	22	9	7	10	1
*Los Angeles Pacific College	Los Angeles	C. Dorr Demaray, Pres.	—U—	C	Fr. Meth.	1914	77	40	22	15	3	8
Lux Technical Institute	San Francisco	Ward H. Austin, Director	—U—	W	Nonprofit	1930	140	48	52	40	12	7
*Marymount College	Los Angeles	Mother M. Gertrude, Pres.	—U—	W	Catholic	1936	32	17	6	9	4	6
*Menlo Junior College	Menlo Park	Lowry S. Howard, Pres.	—U—	M	Nonprofit	1927	170	110	60	0	10	25
*Stanford Univ., Lower Division	Stanford Univ.	R. L. Wilbur, Pres.	DU—	C	Nonprofit	1920	1668	952	706	10	—	—

CANAL ZONE

Publicly controlled

- *Canal Zone Junior College

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COLORADO

Publicly controlled

- La Junta Junior College
- *Mesa County Junior College
- *Pueblo Junior College
- *Trinidad State Junior College

Privately controlled

- Colorado Vocational College
- *Colorado Woman's College
- *Denver Junior College‡
- Northeastern Colo., Jr. Coll. of
- Southeastern Colo., Jr. Coll. of

CONNECTICUT

Privately controlled

- *Commerce, Junior College of
- *Connecticut Junior College of
- Hartford Junior College
- *Hilmyer Junior College

Balboa Heights	R. C. Hackett, Chm. of Fac.	—M	C	Federal	1936	Two	792	91	31	670	7	31
La Junta	Louis A. Breternitz, Dean	DU—	C	Local	1941	Two	0	0	0	0	8	2
Grand Junction	Horace J. Wubben, Pres.	—U—	C	District	1925	Two	666	347	230	89	20	4
Pueblo	Charles Haines, Pres.	—U—	C	District	1933	Two	353	197	109	47	27	0
Trinidad	Peter P. Mickelson, Pres.	—U—	C	District	1925	Two	678	186	84	408	17	5
Denver	R. M. Shreves, Prin.	—	C	Nonprofit	1925	Two	38	20	18	0	5	1
Denver	J. E. Huchingson, Pres.	DUN	W	Baptist	1920	Two	367	228	134	5	37	2
Denver	John T. Lynch, Director	D—N	C	Methodist	1941	Two	0	0	0	0	0	0
Sterling	Charles F. Poole, Dean	—	C	Nonprofit	1941	Two	0	0	0	0	3	7
Lamar	J. H. Buchanan, Director	—U—	C	Nonprofit	1937	Two	84	44	31	9	3	3
New Haven	Samuel W. Tator, Pres.	DU—	C	Nonprofit	1929	Two	275	74	39	162	8	17
Bridgeport	E. E. Cortright, Pres.	DUE	C	Nonprofit	1928	Two	340	124	51	164	16	29
Hartford	Grace Frick, Dean	DU—	W	Nonprofit	1939	Two	40	18	17	5	3	14
Hartford	Alan S. Wilson, Director	D—	C	YMCA	1937	Two	1038	106	71	861	12	52

*Connecticut, Junior College of	Bridgeport	E. E. Cortright, Pres.	DUE	C	Nonprofit	1928	Two	340	124	51	164	16	29
*Hartford Junior College	Hartford	Grace Frick, Dean	DU--	W	Nonprofit	1939	Two	40	18	17	5	3	14
*Haver Junior College	Hartford	Alan S. Wilson, Director	D---	C	YMCA	1937	Two	1038	106	71	861	12	52
*Larson Junior College	New Haven	George V. Larson, Pres.	DU--	W	Proprietary	1933	Two	213	110	88	15	18	4
*Marianapolis Junior College	Thompson	Joseph J. Vaskas, Pres.	D---	M	Catholic	1933	Two	46	23	11	12	15	3
*Marot Junior College	Thompson	Mary L. Marot, Pres.	D---	W	Proprietary	1922	Four	43 [†]	29	13	1	13	4
*Miss Porter's School	Farmington	Mr. & Mrs. R. P. Keep, Pr.	---	W	Proprietary	-----	Two	27	18	9	0	3	6
*Morse Junior College	Hartford	Wesley E. Morse, Pres.	---	C	Proprietary	1938	Two	390	177	81	132	11	0
*New Haven YMCA Junior Coll.	New Haven	L. L. Bethel, Director	DU--	C	YMCA	1935	Two	501	227	105	169	4	50
*New London Junior College	New London	Richard P. Saunders, Pres.	D---	C	Nonprofit	1939	Two	213	38	47	128	8	8
*Physical Therapy, Jr. Coll. of	New Haven	Harry E. Stewart, Pres.	D [§] ---	C	Nonprofit	1938	Two	82	35	44	3	7	17
*Post Jr. College of Commerce	Waterbury	Harry C. Post, Dean	---	C	Proprietary	1939	Two	424	18	35	371	6	1
*St. Thomas Seminary	Bloomfield	Joseph M. Griffin, Pres.	DU--	M	Catholic	1911	Two	---	---	---	---	9	0
*Weylister Secretarial Jr. Coll.	Milford	Mrs. M. W. S. Beach, Pres.	D [§] ---	W	Nonprofit	1939	Two	49	25	24	0	5	7

DISTRICT OF COLUMBIA

Privately controlled

*Columbus University Jr. Coll.	Washington	Francis J. Mullen, Dean	D---	C	Catholic	1938	Two	181	155	26	0	20	0
*Fairmont Junior College	Washington	Maud van Woy, Pres.	---	W	Proprietary	1929	Two	96	64	30	2	16	6
*Geo. Washington Univ. Jr. Coll.	Washington	Wm. C. Johnstone, Dean	---M	C	Nonprofit	1930	Two	2653	1797	826	30	30	34
*Georgetown Visitation Jr. Coll.	Washington	Sr. M. M. Sheerin, Dean	-UM	W	Catholic	1919	Two	79	47	30	2	12	12
*Gunsdon Hall	Washington	Mary B. Kerr, Prin.	---	W	Proprietary	1916	Two	43	23	12	8	3	10
*Holton-Arms Junior College	Washington	Mrs. J. M. Holton, Pres.	-U-	W	Nonprofit	1927	Two	70	30	20	20	0	22
*Immaculate Junior College	Washington	Sister St. Philomene, Pres.	-UM	W	Catholic	1922	Two	48	34	14	0	6	11
*Marjorie Webster Junior Coll.	Washington	Marjorie F. Webster, Pres.	---	W	Proprietary	1930	Two	130	35	21	74	14	3
*Mount Vernon Seminary	Washington	George W. Lloyd, Pres.	-U-	W	Nonprofit	1928	Two	94	53	38	3	2	26
*National University, Jr. Coll. of	Washington	Josef Gellermann, Dean	D---	C	Nonprofit	1939	Two	126	61	40	25	5	14
*Southeastern Univ. Jr. Coll.	Washington	James A. Bell, Pres.	D---	C	Nonprofit	1941	Two	52	12	0	40	1	10

FLORIDA

Publicly controlled

*Palm Beach Junior College	W. Palm Beach	John I. Leonard, Pres.	-U-	C	District	1933	Two	128	73	52	3	4	16
Privately controlled													
*Bethune-Cookman College (N)	Daytona Beach	Mrs. M. Bethune, Pres.	D-S	C	Methodist	1923	Two	617	237	244	136	19	5
*Edward Waters College (N)	Jacksonville	Howard D. Gregg, Pres.	---	C	A.M.E.	1932	Two	190	103	73	14	31	1
*Fla. Normal & Indus. Inst. (N)	St. Augustine	H. R. Barksdale, Act. Prin.	D-S	C	Baptist	1918	Two	329	96	73	160	14	2
*Jacksonville Junior College	Jacksonville	J. R. Grether, Act. Pres.	DU-	C	Nonprofit	1934	Two	55	43	11	1	0	11
*Orlando Junior College	Orlando	Judson B. Walker, Pres.	-U-	C	Nonprofit	1941	Two	0	0	0	0	5	8
*St. Petersburg Jr. Coll.	St. Petersburg	Robert B. Reed, Pres.	DUS	C	Nonprofit	1927	Two	362	192	140	30	19	11
The Casements	Ormond Beach	Maud van Woy, Pres.	---	W	Proprietary	1941	Two	0	0	0	0	5	2
*Thos. Alva Edison Jr. Coll.	Fort Myers	H. E. Cunningham, Pres.	-U-	C	Nonprofit	1941	Two	0	0	0	0	8	5
*Webber College	Babson Park	John H. Sherman, Pres.	---	W	Nonprofit	1930	Two	23	10	4	9	9	3

* Active member of the American Association of Junior Colleges.

† Associate member of the American Association of Junior Colleges.

‡ For meaning of symbols in these columns see page 278.

§ No report. Data taken from 1941 Directory.

* Additional enrollment in twelfth grade, 38.

* Will open September, 1942.

† Additional enrollment in lower two years, 12.

* Approved for vocational courses only.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	ACCREDITATION	CONTROL OR AFFILIATION	YEARS IN EXISTENCE	ENROLLMENT, 1940-41			FACULTY 1941-42	
						Total	Fresh.	Soph.	Full-Time	Part-Time
GEORGIA										
<i>Publicly controlled</i>										
*Abraham Baldwin Agric. Coll.	Tifton	George H. King, Pres.	DU—	C	1933	375	219	156	0	17
*Armstrong Junior College	Savannah	J. Thomas Askew, Pres.	DUS	C	1935	263	177	86	0	12
*Atlanta Junior College	Atlanta	G. M. Sparks, Director	DU—	C	1935	440	203	121	116	0
*Augusta, Junior College of	Augusta	Eric W. Hardy, Pres.	DUS	C	1926	301	189	102	10	0
*Georgia Military College	Milledgeville	J. H. Jenkins, Pres.	—US	M	1930	198	124	74	0	3
*Georgia Southwestern College	Americus	Peyton Jacob, Pres.	DUS	C	1924	400	255	135	10	20
*Gordon Military College	Barnesville	J. E. Guillebeau, Pres.	DUS	C	1928	131	91	36	4	5
*Middle Georgia College	Cochran	Leo H. Browning, Pres.	DUS	C	1929	412	242	162	8	23
*North Georgia College	Dahlonega	J. C. Rogers, Pres.	DUS	C	1933	625	392	230	3	37
*South Georgia College	College	J. M. Thrash, Pres.	DUS	C	1928	333	230	99	4	22
*West Georgia College	Genola	Irvine S. Ingram, Pres.	DUS	C	1933	460	177	135	148	30
<i>Privately controlled</i>										
*Andrew College	Cuthbert	S. C. Olliff, Pres.	DUS	W	1917	124	54	30	40	13
*Brewton-Parker Junior College	Mount Vernon	R. L. Robinson, Pres.	DU—	C	1927	127	79	39	9	0
*Emmanuel College	Franklin Spgs.	T. L. Aaron, Pres.	D—	C	1933	128	95	32	1	7
*Emory at Oxford	Oxford	George S. Roach, Dean	DUS	M	1929	178	118	60	0	9
*Emory Junior College	Valdosta	Hollis Edens, Assoc. Dean	DUS	M	1928	78	52	26	0	8
*Norman Junior College	Norman Park	Paul Carroll, Pres.	DU—	C	1924	116	70	46	0	10
*Rabun Gap-Nacoochee School	Rabun Gap	G. C. Bellingrath, Pres.	D—	C	1934	139	86	53	0	5
*Reinhardt College	Waleska	W. M. Bratton, Pres.	DU—	C	1891	94	45	49	0	9
*Riverside Military Academy	Gainesville	L. D. Watson, Jr., Chm.	—	M	1941	47	47	0	0	9
*Young L. G. Harris College	Young Harris	T. J. Lance, Pres.	DUS	C	1912	340	215	125	0	14
IDAHO										
<i>Publicly controlled</i>										
*Boise Junior College	Boise	Eugene B. Chaffee, Pres.	DUW	C	1932	619	312	197	110	32
*Idaho, So. Branch of Univ. of	Pocatello	J. R. Nichols, Exec. Dean	DUW	C	1927	1084	496	330	258	76
*North Idaho Junior College	Coeur d'Alene	Orrin E. Lee, Pres.	DU—	C	1933	120	82	30	8	8
<i>Privately controlled</i>										
Ricks College	Rexburg	Hyrum Manwaring, Pres.	DUW	C	1915	327	172	127	28	15
ILLINOIS										
<i>Publicly controlled</i>										
*Austin Evening Junior College	Chicago	Hobart H. Sommers, Dean	DU—	C	1938	2433	0	0	2433	0
*Carl Schurz Evening Jr. Coll.	Chicago	Robert C. Keenan, Dean	DU—	C	1938	1561	0	0	1561	33
*Centralia Township Jr. Coll.	Centralia	L. D. Atkins, Dean	—	C	1940	49	49	0	0	2

*Englewood Evening Jr. College	Chicago	M. L. Fitzgerald, Dean	DUN	Local	1938	Two	1638	1080	506	52	33	7
*Herzl Junior College	Chicago	Dorph Brown, Dean	DUN	C	1934	Two	1800	1264	397	139	50	0
*Joliet Junior College	Joliet	C. L. Jordan, Supt.	DUN	C	1901	Two	420	196	108	116	2	34
*La Salle-Peru Junior College	La Salle	Frank A. Jensen, Director	DUN	C	1924	Two	296	155	117	24	3	28
*Lyons Township Junior College	La Grange	Ross Holt, Dean	DUN	C	1929	Two	357	138	109	110	6	15
*Maine Township Junior Coll.	Park Ridge	Edward Morgan, Dean	DUN	C	1929	Two	143	82	53	8	7	15
*Morton Junior College	Cicero	Walter S. Pope, Dean	DUN	C	1924	Two	767	455	181	131	16	31
*Thornton Junior College	Harvey	James L. Beck, Dean	DUN	C	1927	Two	187	109	78	0	7	11
*Woodrow Wilson Junior Coll.	Chicago	John A. Bartky, Dean	DUN	C	1934	Two	2042	1419	623	0	70	0
*Wright Junior College	Chicago	William H. Conley, Dean	DUN	C	1934	Two	3784	1956	1745	83	82	0

Privately controlled

*Blackburn College	Carlinville	William M. Hudson, Pres.	DUN	C	1918	Two	328	174	116	38	20	1
*Elgin Junior College	Elgin	Earl G. Leinbach, Hdm.	DUN	C	1914	One	34	28	6	0	0	7
*Evanson Collegiate Institute	Evanson	T. Ottmann Firing, Pres.	DUN	C	1934	Two	179	100	71	8	6	16
*Ferry Hall	Lake Forest	Eloise R. Tremain, Prin.	DUN	W	1887	Two	22	19	3	0	0	16
*Frances Shimer College	Mount Carroll	Albin C. Bro, Pres.	DUN	W	1907	Four	102 ¹¹	59	34	9	21	2
*George Williams College	Chicago	Harold C. Coffman, Pres.	DUN	W	1933	Two	95	41	54	0	1	11
*LeClerc College	Belleville	J. J. Fallon, Pres.	DUN	C	1938	Two	44	18	18	8	5	5
*Lincoln College	Lincoln	Wm. D. Copeland, Pres.	DUN	C	1929	Two	148	77	61	10	11	5
*Mallinckrodt College	Wilmette	Mother Ignata, Pres.	DUN	C	1918	Two	70	11	16	43	4	7
*Monticello College	Alton	G. I. Rohrbough, Pres.	DUN	W	1917	Two	235	135	40	60	30	6
*Morgan Park Junior College	Chicago	Albert G. Dodd, Dean	DUN	C	1933	Two	391	273	86	32	11	9
*North Park College	Chicago	Algoth Ohlson, Pres.	DUN	C	1919	Two	1224	396	203	625	15	44
*St. Bede Junior College	Peru	Bernard Zimmer, Dean	DUN	M	1940	Two	57	34	21	2	14	1
*Sch. of Dom. Arts & Sciences	Chicago	Mrs. M. Mehlig, Director	DUN	C	1940	Two	363	20	0	343	4	6
*Springfield Junior College	Springfield	J. C. McCaffrey, Dean	DUN	C	1929	Two	499	149	116	234	19	0

INDIANA

Publicly controlled

*Vincennes University Jr. Coll.	Vincennes	Walter A. Davis, Pres.	DUN	C	1924	Two	133	90	37	6	10	2
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Privately controlled

Ancilla Domini College	Donaldson	Mother M. Therese, Pres.	DUN	W	1937	Two	107	9	9	89	6	3
Concordia Junior College	Fort Wayne	Ottomar Krueger, Pres.	DUN	M	1839	Two	63	32	31	0	0	9
Gary College	Gary	Albert Fertsch, Adm. Dir.	DUN	C	1932	Two	380	278	79	23	2	19
*Kokomo Junior College	Kokomo	Hurd Allyn Drake, Pres.	DUN	C	1932	Two	68	31	9	28	5	3
*Mount St. Francis College	Mt. St. Francis	Albert M. Leis, Rector	DUN	M	1934	Two	16	10	6	0	8	0

* Active member of the American Association of Junior Colleges.
† Associate member of the American Association of Junior Colleges.
‡ For meaning of symbols in these columns see page 278.

Also, four-year course in pharmacy, with enrollment of 80 in junior and senior years.

Accredited by the University Senate of the Methodist Church.

Additional enrollment in lower two years, 54.

INSTITUTION†	LOCATION	ADMINISTRATIVE HEAD	ACCREDI- TATION‡	TYPE§	CONTROL OR AFFILIA- TION	ORGAN- IZED BY COLL.	YEARS IN- CLUD- ED	ENROLLMENT, 1940-41				FACULTY 1941-42 Full- Time	Part- Time
								Total	Fresh.	Soph.	Other		
IOWA													
Publicly controlled													
Albia Junior College	Albia	Donald O. Smith, Dean	DU—	C	Local	1927	Two	58	38	20	0	0	8
Bloomfield Junior College	Bloomfield	E. T. Carlstedt, Dean	DU—	C	Local	1928	Two	36	21	15	0	0	4
Boone Junior College	Boone	J. R. Thorngren, Dean	DU—	C	Local	1927	Two	80	60	20	0	—	—
Britt Junior College	Britt	L. J. Thies, Supt.	DU—	C	Local	1927	Two	48	31	17	0	0	8
*Burlington Junior College	Burlington	Robert White, Jr., Prin.	DU—	C	Local	1920	Two	198	118	80	0	4	17
Centerville Junior College	Centerville	T. C. Ruggles, Dean	D—	C	Local	1930	Two	91	55	31	5	2	5
Chariton Junior College	Chariton	F. A. Lunan, Dean	DU—	C	Local	1927	Two	61	41	20	0	0	7
Clarinda Junior College	Clarinda	Herbert L. Glynn, Dean	DU—	C	Local	1923	Two	69	44	25	0	3	7
*Creston Junior College	Creston	V. L. Sanders, Dean	DU—	C	Local	1926	Two	84	60	24	0	3	11
Eagle Grove Junior College	Eagle Grove	C. L. McDowell, Supt.	DU—	C	Local	1928	Two	60	40	20	0	6	4
Elkader Junior College	Elkader	R. J. Schlicher, Dean	DU—	C	Local	1929	Two	85	57	28	0	0	10
Ellsworth Junior College	Iowa Falls	Orlando C. Kreider, Dean	DU—	C	Local	1929	Two	130	73	43	14	9	4
Emmetsburg Junior College‡	Emmetsburg	Richard D. Rowley, Dean	DU—	C	Local	1930	Two	63	37	19	7	0	12
Estherville Junior College	Estherville	Warner Kirlin, Dean	DU—	C	Local	1924	Two	122	70	52	0	1	13
Fort Dodge Junior College	Fort Dodge	Harris Dickey, Dean	DU—	C	Local	1922	Two	205	140	65	0	5	11
*Independence Junior College	Independence	F. E. Mueller, Dean	DU—	C	Local	1928	Two	46	34	12	0	0	8
Maquoketa Junior College	Maquoketa	E. L. Miller, Dean	DU—	C	Local	1927	Two	50	35	15	0	4	4
*Marshalltown Junior College	Marshalltown	B. R. Miller, Prin.	DU—	C	Local	1927	Two	112	66	46	0	1	11
Mason City Junior College	Mason City	James Rae, Director	DUN	C	Local	1918	Two	274	179	95	0	5	11
Muscatine Junior College	Muscatine	Willette Strahan, Dean	DU—	C	Local	1929	Two	110	62	35	13	3	7
Osceola Junior College	Osceola	J. K. Haehlen, Dean	DU—	C	Local	1927	Two	32	24	8	0	0	12
Red Oak Junior College	Red Oak	J. R. Inman, Supt.	DU—	C	Local	1922	Two	80	50	30	0	0	18
Sheldon Junior College	Sheldon	W. C. Jackman, Supt.	DU—	C	Local	1926	Two	74	—	—	—	—	—
Tipton Junior College	Tipton	Ralph E. Bente, Dean	DU—	C	Local	1927	Two	65	49	16	0	12	0
*Washington Junior College	Washington	Harland W. Mead, Dean	DU—	C	Local	1927	Two	110	75	30	5	2	10
Waukon Junior College	Waukon	B. K. Orr, Supt.	DU—	C	Local	1923	Two	81	56	25	0	0	11
Webster City Junior College	Webster City	W. D. Wesselink, Dean	DU—	C	Local	1926	Two	70	38	32	0	4	10
Privately controlled													
*Dowling College	Des Moines	J. J. Boylan, Pres.	DU—	C	Catholic	1923	Two	101	58	43	0	7	5
*Graceland College	Lamoni	George N. Briggs, Pres.	DUN	C	L.D.S.	1914	Two	315	182	115	18	22	3
Grand View College‡	Des Moines	A. C. Nielsen, Pres.	DU—	C	Lutheran	1924	Two	78	43	25	10	8	2
Lenox College	Hopkinton	A. H. Volle, Dean	D—	—	Presby.	1922	Two	46	23	21	2	6	2
*Mount Mercy Junior College	Cedar Rapids	Sister M. Eleanor, Dean	DU—	W	Catholic	1928	Two	94	71	23	0	12	6
*Mount St. Clare Junior College	Clinton	Mother M. Carrico, Pres.	DU—	W	Catholic	1918	Two	66	40	20	6	6	14
Northwestern Junior College													
Ottumwa Heights College	Orange City	Jacob Heemstra, Pres.	DU—	C	Ref. Ch.	1928	Two	97	59	36	2	4	11
	Ottumwa	Mother M. Geraldine, Pres.	DUN	W	Catholic	1925	Two	133	46	31	56	10	12

*Northwestern Junior College	Orange City	Jacob Heemstra, Pres.	DU—	C	Ref. Ch.	1928	Two	97	59	36	2	4	11
*Ottumwa Heights College	Ottumwa	Mother M. Geraldine, Pres.	DUN	W	Catholic	1925	Two	133	46	31	56	10	12
*Waldorf College	Forest City	J. L. Rendahl, Pres.	DU—	C	Lutheran	1920	Two	187	109	75	3	17	0

KANSAS

Publicly controlled

*Arkansas City Junior College	Arkansas City	C. E. St. John, Supt.	DU—	C	Local	1922	Two	337	220	95	22	7	20
*Chanute Junior College	Chanute	W. W. Bass, Dean	DU—	C	Local	1936	Two	325	184	111	30	3	25
*Coffeeville Junior College	Coffeeville	W. M. Osterberg, Dean	DU—	C	Local	1923	Two	585	323	224	38	15	10
*Dodge City Junior College	Dodge City	R. C. Hunt, Dean	DU—	C	Local	1935	Two	366	232	134	0	11	5
*El Dorado Junior College	El Dorado	Earl Walker, Dean	DU—	C	Local	1927	Two	465	304	161	0	9	16
*Fort Scott Junior College	Fort Scott	W. S. Davison, Dean	DU—	C	Local	1919	Two	432	219	137	76	4	25
*Garden City Junior College	Garden City	J. R. Jones, Supt.	DU—	C	Local	1919	Two	211	133	58	20	5	13
*Highland Junior College	Highland	C. M. Rankin, Dean	DU—	C	Local	1937	Two	161	79	49	33	8	3
*Hutchinson Junior College	Hutchinson	C. M. Lockman, Dean	DU—	C	Local	1928	Two	546	316	199	31	15	6
*Independence Junior College	Independence	E. R. Stevens, Dean	DU—	C	Local	1925	Two	382	238	134	10	7	16
*Iola Junior College	Iola	R. H. Carpenter, Dean	DU—	C	Local	1923	Two	184	114	66	4	3	10
*Kansas City Kansas Jr. Coll.	Kansas City	J. F. Wellemeyer, Dean	DU—	C	Local	1923	Two	534	305	191	38	16	6
*Parsons Junior College	Parsons	E. F. Farner, Dean	DU—	C	Local	1923	Four	452 ¹²	195	188	69	3	28
*Pratt Junior College	Pratt	H. B. Unruh, Dean	DU—	C	Local	1938	Two	234	177	37	20	6	15

Privately controlled

*Central College	McPherson	Orville S. Walters, Pres.	DU—	C	Fr. Meth.	1914	Four	104 ¹²	56	19	29	8	9
*Friends Bible College [†]	Haviland	Charles A. Beals, Pres.	—	C	Friends	1925	Two	40	18	22	0	7	1
*Hesston Coll. and Bible School	Hesston	Milo Kaufman, Pres.	D—	C	Menonite	1915	Two	84	44	12	28	3	6
*Miltonvale Wesleyan College	Miltonvale	C. Floyd Hester, Pres.	—	C	Wes. Meth.	1909	Two	41	29	12	0	0	6
*Paola, College of	Paola	Mother T. Reichert, Pres.	DU—	W	Catholic	1924	Four	96 ¹²	35	15	46	6	7
*Sacred Heart Junior College	Wichita	Leon A. McNeill, Pres.	DU—	C	Catholic	1933	Two	154	37	22	95	11	6
*St. John's College	Winfield	Carl S. Mundingier, Pres.	DU—	W	Lutheran	1922	Two	123	58	46	19	3	10
*St. Joseph's Coll. & Mil. Acad.	Hays	Terence Moffatt, Pres.	DU—	M	Catholic	1931	Two	73	50	13	10	—	—
*Tabor College	Hillsboro	A. E. Janzen, Pres.	DU—	C	Menonite	1935	Two	127	71	37	19	5	4

KENTUCKY

Publicly controlled

*Ashland Junior College	Ashland	O. B. Dabney, Dean	DU—	C	Local	1938	Two	182	112	55	15	8	4
*Paducah Junior College	Paducah	R. G. Matheson, Jr., Dean	DU—	C	Local	1932	Two	158	81	46	31	7	3

Privately controlled

*Bethel Woman's College	Hopkinsville	K. R. Patterson, Pres.	DUS	W	Baptist	1916	Two	145	80	44	21	15	3
*Campbellsville College	Campbellsville	Warren F. Jones, Pres.	DU—	C	Baptist	1923	Two	231	146	77	8	11	0

* Active member of the American Association of Junior Colleges.
† Associate member of the American Association of Junior Colleges.
‡ For meaning of symbols in these columns see page 278.
§ No report. Data taken from 1941 Directory.

¹² Additional enrollment in lower two years, 431.
¹³ Additional enrollment in lower two years, 31.
¹⁴ Additional enrollment in lower two years, 22.

INSTITUTION†	LOCATION	ADMINISTRATIVE HEAD	ACCREDI- TATION‡	TYPE§	CONTROL ORGAN- IZED BY AFFILIA- TION	YEARS IN- CLUDED	ENROLLMENT, 1940-41				FACULTY 1941-42	
							Total	Fresh.	Soph.	Other	Fall- Term	Part- Time
KENTUCKY (Continued)												
Caney Junior College	Pippapass	Woodrow W. Allen, Dean	DU—	C	Nonprofit	1923	158	88	70	0	10	0
*Cumberland College	Williamsburg	J. L. Creach, Pres.	DUS	C	Baptist	1917	224	136	84	4	12	2
*Lees Junior College	Jackson	J. O. Van Meter, Pres.	DU—	C	Presby. S.	1927	238	110	128	0	16	5
Lindsey Wilson Junior College	Columbia	Aaron P. White, Pres.	DU—	C	Methodist	1923	235	138	97	0	9	3
Loretto Junior College	Nerinx	Mother M. Linus, Pres.	DU—	W	Catholic	1926	114	39	23	52	6	2
*Mount St. Joseph Junior Coll.	Maple Mount	Mother M. Thompson, Pres.	DUS	W	Catholic	1925	208	89	78	41	9	9
*Nazareth Jr. Coll. and Acad.	Nazareth	Sister M. Gertrude, Dean	DUS	W	Catholic	1921	469	67	18	384	13	11
*Pikeville College	Pikeville	A. A. Page, Pres.	DUS	C	Presby.	1925	375	137	121	117	13	10
*St. Catharine Junior College	St. Catharine	Mother M. Louis, Pres.	DU—	W	Catholic	1931	182	61	64	57	20	0
Sue Bennett College	London	Kenneth C. East, Pres.	DUS	C	Methodist	1922	213	129	84	0	18	1
LOUISIANA												
Publicly controlled												
*John McNeese Jr. Coll., L.S.U.	Lake Charles	Rodney Cline, Dean	DUS	C	State	1939	253	142	100	11	21	1
*Northeast Jr. Coll., L.S.U.	Monroe	C. C. Colvert, Dean	DUS	C	State	1931	710	408	227	75	39	1
Privately controlled												
Dodd College	Shreveport	A. L. Tatum, Dean	DU—	W	Baptist	1927	81	42	33	6	8	6
MAINE												
Privately controlled												
†Kents Hill Junior College	Kents Hill	Edward W. Hincks, Hdm.	---	C	Methodist	1941	20	20	0	0	2	7
Oak Grove Junior College	Vassalboro	Robert E. Owen, Pres.	D---	W	Friends	1941	8	8	0	0	4	4
*Portland Junior College	Portland	Luther I. Bonney, Dean	—U—	C	Nonprofit	1933	100	54	42	4	6	5
*Ricker Junior College	Houlton	Roy M. Hayes, Prin.	—UE	C	Baptist	1926	62	48	14	0	3	7
*Westbrook Junior College	Portland	Milton D. Proctor, Pres.	—UE	W	Nonprofit	1925	341	196	122	23	31	9
MARYLAND												
Privately controlled												
*Baltimore, Jr. Coll. of Univ. of	Baltimore	Theodore H. Wilson, Pres.	D---	C	Nonprofit	1937	401	67	25	309	10	33
*Chevy Chase Junior College	Chevy Chase	Kendric N. Marshall, Pres.	—U—	W	Nonprofit	1927	54	38	14	2	3	25
*Columbia Junior College	Takoma Park	B. G. Wilkinson, Pres.	—UM	C	7th D. Adv.	1933	381	257	108	16	8	22
*Mount St. Agnes Junior Coll.	Mt. Washington	Sister M. Placide, Pres.	D—M	W	Catholic	1933	113	66	46	1	12	4
*National Park College	Forest Glen	Roy T. Davis, Pres.	—U—	W	Nonprofit	1912	312 ^{as}	184	107	21	35	5
St. Charles College	Catonsville	George A. Gleason, Pres.	D—M	M	Catholic	1848	132	61	49	22	11	3
St. Mary's Fem. Sem.-Jr. Coll.	St. Mary's City	M. Adele France, Pres.	DU—	W	Nonprofit	1927	49 ^{as}	27	22	0	12	0

Publicly controlled

[illegible]

MICHIGAN

[illegible]

* Active member of the American Association of Junior Colleges.

* Associate member of the American Association of Junior Colleges.

† For meaning of symbols in these columns see page 278.

1. No report. Data taken from 1941 Directory.

Additional enrollment in lower two years, 44.

is State owned and financed.

17 Additional enrollment in lower two years, 33.

In Massachusetts, use of the name "junior college" by private institutions is restricted by law to those recognized by the state legislature and approved by the state department of education.

* Additional enrollment in lower two years, 29.

INSTITUTION†	LOCATION	ADMINISTRATIVE HEAD	ACCREDI- TATION†	TYPE†	CONTROL OR AFFILIA- TION	ORGAN- IZED BY ASSOC. COLL.	YEARS IN- CLUDED	ENROLLMENT, 1940-41			FACULTY 1941-42		
								Total	Fresh.	Soph.	Other	Full- Time	Part- Time
MICHIGAN (Continued)													
*Highland Park Junior College	Highland Park	Geo. I. Altenburg, Dean	DUN	C	Local	1918	Two	504	290	147	67	14	8
*Jackson Junior College	Jackson	Wm. N. Atkinson, Dean	DUN	C	Local	1928	Two	383	169	123	91	16	10
*Muskegon Junior College	Muskegon	A. G. Umbreit, Director	DUN	C	Local	1926	Two	307	203	80	24	12	3
*Port Huron Junior College	Port Huron	T. C. Simpson, Act. Dean	DUN	C	Local	1923	Two	216	89	83	44	13	1
Privately controlled													
*Ferris Institute Junior College	Big Rapids	Roy Newton, Dean	—U—	C	Nonprofit	1914	Two	74	57	17	0	4	5
*Presentation Junior College	Plymouth	Sr. M. Annunciata, Dean	—U—	W	Catholic	1937	Three	254	9	12	233	6	5
*Spring Arbor Sem. & Jr. Coll.	Spring Arbor	LeRoy M. Lowell, Pres.	—U—	C	Fr. Meth.	1923	Two	94	53	40	1	8	4
Suomi College	Hancock	V. K. Nikander, Pres.	—U—	C	Lutheran	1923	Two	35	24	9	2	3	5
MINNESOTA													
Publicly controlled													
Albert Lea Junior College	Albert Lea	G. Clair Jordan, Dean	DU—	C	Local	1938	Two	84	50	28	6	8	3
Austin Junior College	Austin	R. I. Meland, Dean	DU—	C	Local	1940	Two	254	134	0	120	7	6
Brainard Junior College	Brainard	Emil Heintz, Dean	DU—	C	Local	1938	Two	86	48	38	0	4	6
*Crosby-Ironton Junior College	Crosby	Thomas W. Simons, Dean	DU—	C	Local	1937	Two	79	38	38	3	7	1
*Duluth Junior College	Duluth	R. D. Chadwick, Dean	DUN	C	Local	1927	Two	587	250	195	142	18	7
*Ely Junior College	Ely	Sigurd F. Olson, Dean	DU—	C	Local	1922	Two	160	119	35	6	6	20
*Eveleth Junior College	Eveleth	O. H. Gibson, Dean	DUN	C	Local	1919	Two	172	98	62	12	16	7
*Hibbing Junior College	Hibbing	H. A. Drescher, Dean	DUN	C	Local	1916	Two	578	258	208	112	26	6
*Itasca Junior College	Coleraine	Joseph B. Davis, Dean	DU—	C	Local	1922	Two	232	147	64	21	9	12
*Rochester Junior College	Rochester	R. W. Goddard, Dean	DU—	C	Local	1915	Two	229	149	73	7	14	6
Tracy Junior College	Tracy	E. H. Stock, Dean	DU—	C	Local	1936	Two	38	21	14	3	3	5
*Virginia Junior College	Virginia	Floyd B. Moe, Dean	DUN	C	Local	1921	Two	401	224	153	24	32	3
*Worthington Junior College	Worthington	M. C. Knudson, Dean	DU—	C	Local	1936	Two	156	93	48	15	7	8
Privately controlled													
Bethany Lutheran College	Mankato	S. C. Ylvisaker, Pres.	—U—	C	Lutheran	1927	Two	44	22	18	4	0	10
*Bethel Junior College	St. Paul	Emery A. Johnson, Dean	—U—	C	Baptist	1931	Two	159	84	50	25	7	6
*Concordia College	St. Paul	Martin Graebner, Pres.	—U—	M	Lutheran	1905	Two	52	29	15	8	1	6
MISSISSIPPI													
Publicly controlled													
*Copiah-Lincoln Junior College	Wesson	James M. Ewing, Pres.	DUS	C	District	1928	Two	380	238	142	0	22	3
*East Central Junior College	Decatur	L. O. Todd, Pres.	DUS	C	District	1928	Four	413 ⁰⁰	231	168	14	20	2
*East Mississippi Junior College	Scobba	J. M. Tubbs, Pres.	DU—	C	District	1927	Two	221	136	85	0	12	8

* Harrison-Stone-Jackson Jr. Coll.
 * Hinds Junior College
 * Holmes Junior College
 * Jones County Junior College
 * Meridian Junior College
 * Northwest Mississippi Jr. Coll.
 * Pearl River Junior College
 * Poplarville Junior College
 * Southwest Mississippi Jr. Coll.
 * Sunflower Junior College

Privately controlled

All Saints' Episcopal College
 Clarke Memorial College
 * Gulf Park College
 * Hillman College
 Mary Holmes Jr. College (N)
 * Okolona Industrial School (N)
 * Southern Christian Inst. (N)
 * Whitworth College
 * Wood Junior College

A. L. May, Supt.
 R. M. McLendon, Pres.
 G. M. Branch, Pres.
 J. B. Young, Pres.
 J. L. McCaskill, Prin.
 R. C. Pugh, Pres.
 R. E. L. Sutherland, Pres.
 I. M. Kenna, Pres.
 Paul M. West, Pres.

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1925 Four
 1923 Two
 1925 Two
 1927 Two
 1937 Four
 1926 Two
 1922 Four
 1929 Two
 1926 Two

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 C
 W
 C

Episcopal
 Baptist
 Nonprofit
 Baptist
 Presby.
 Episcopal
 Disciples
 Proprietary
 Methodist

1908 Two
 1908 Two
 1919 Five
 1910 Two
 1932 Two
 1932 Two
 1900 Two
 1928 Two
 1927 Two

MISSOURI

Publicly controlled

* Flat River, Junior College of
 Harris T. C., Jr. Coll. Div. of
 * Jefferson City Junior College
 * Joplin Junior College
 * Kansas City Junior College of
 * Lincoln Junior College (N)
 * Moberly Junior College
 * Monett Junior College
 * St. Joseph Junior College
 * Stowe T. Cl., Jr. Coll. of (N)
 * Trenton Junior College

Irvin F. Coyle, Dean
 Wm. N. Sellman, Prin.
 Lloyd A. Garrison, Dean
 E. A. Elliott, Pres.
 A. M. Swanson, Pres.
 H. O. Cook, Prin.
 M. A. Spohrer, Dean
 E. E. Camp, Supt.
 Nelle Blum, Dean
 Ruth Harris, Pres.
 S. M. Rissler, Supt.

DUN
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1922 Two
 1938 Two
 1926 Four
 1937 Two
 1915 Two
 1935 Two
 1927 Four
 1927 Two
 1915 Two
 1938 Two
 1925 Two

Privately controlled

* Christian College
 Conception Junior College

James C. Miller, Pres.
 Edward E. Malone, Dean

DUN
 DU-

W
 M

1913 Two
 1930 Two

* Active member of the American Association of Junior Colleges.
 † Associate member of the American Association of Junior Colleges.
 ‡ For meaning of symbols in these columns see page 278.
 § No report. Data taken from 1941 Directory.
 ¶ Additional enrollment in lower two years, 81.
 ** Additional enrollment in lower two years, 76.

22 Additional enrollment in lower two years, 732.
 23 Additional enrollment in lower two years, 83.
 24 Additional enrollment in lower three years, 63.
 25 Additional enrollment in lower two years, 411.
 26 Additional enrollment in lower two years, 292.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	ACCREDI- TATION	CONTROL OR AFFILIA- TION	YEARS IN- CLUDED	ENROLLMENT, 1940-41				FACULTY 1941-42		
						Total	Fresh.	Soph.	Other	Full- Time	Part- Time	
MISSOURI (Continued)												
*Cottey Junior College	Nevada	Marjorie Mitchell, Pres.	DUN	W	P.E.O. ²⁸	1912	161	103	53	5	19	5
*Hannibal-La Grange College	Hannibal	A. E. Prince, Pres.	DU—	C	Baptist	1917	157	63	63	31	18	0
Iberia Junior College	Iberia	G. Byron Smith, Pres.	DU—	C	Cong.	1926	102 ²⁸	62	35	5	0	0
*Kemper Military School	Boonville	A. M. Hitch, Supt.	DUN	M	Proprietary	1923	334	213	121	0	14	16
Notre Dame Junior College	St. Louis	Sr. M. Chrysologs, Dean	DUN	W	Catholic	1925	241	21	25	195	5	4
St. Mary's Junior College	O'Fallon	Mother M. Ancilla, Pres.	—N	—	Catholic	1929	44	14	2	28	3	3
*St. Paul's College	Concordia	Albert J. C. Moeller, Pres.	—	M	Lutheran	1905	36	20	16	0	0	7
*Southwest Baptist College	Bolivar	Courts Redford, Pres.	DU—	C	Baptist	1921	863	212	162	489	18	2
*Stephens College	Columbia	James M. Wood, Pres.	DUN	W	Baptist	1911	1584 ²⁸	1021	558	5	203	0
*Wentworth Military Academy	Lexington	L. H. Ungles, Dean	DUN	M	Proprietary	1923	204	110	79	15	11	5
*William Woods College	Fulton	Harlie L. Smith, Pres.	DUN	W	Disciples	1915	300	186	105	9	31	0
MONTANA												
Publicly controlled												
*Custer County Junior College	Miles City	G. H. Gloege, Dean	D—	C	District	1939	191	129	37	25	4	13
*Dawson County Junior College	Glendive	L. J. Aikins, Dean	D—	C	District	1940	88	52	7	29	3	13
*Northern Montana College	Havre	G. H. Vande Bogart, Pres.	DUW	C	State	1929	623	302	180	141	23	0
Privately controlled												
Billings Polytechnic Jr. Coll.	Billings	J. S. Pennepacker, Dean	D—W	C	Nonprofit	1916	629	455	149	25	9	28
Great Falls Junior College	Great Falls	James J. Donovan, Pres.	DUW	C	Catholic	1932	41	15	10	16	2	8
NEBRASKA												
Publicly controlled												
*Fairbury Junior College	Fairbury	Harley F. Glidden, Dean	DU—	C	Local	1941	0	0	0	0	3	11
*McCook Junior College	McCook	J. R. Johnson, Dean	DU—	C	Local	1926	153	83	42	28	8	10
*Scottsbluff Junior College	Scottsbluff	Wayne W. Johnson, Dean	DU—	C	Local	1932	219	131	59	29	7	9
Privately controlled												
*Hebron Junior College	Hebron	Karl F. Weltner, Pres.	DU—	C	Lutheran	1925	129	42	26	61	8	0
*Luther College	Wahoo	Paul M. Lindberg, Pres.	DU—	C	Lutheran	1925	114	52	44	18	0	13
*St. Mary, College of	Omaha	Mother M. Gerard, Pres.	DU—	W	Catholic	1923	287	63	43	181	17	10
NEW HAMPSHIRE												
Privately controlled												
*Colby Junior College	New London	H. Leslie Sawyer, Pres.	DUE	W	Baptist	1928	361	186	175	0	54	0
*Stoneleigh College	Rye Beach	Richard D. Currier, Pres.	D—	W	Nonprofit	1934	143	55	86	2	19	2
*Tilton Junior College	Tilton	James E. Coons, Pres.	DU—	M	Nonprofit	1936	72	50	22	0	6	12

*Stoneleigh College
*Tilton Junior College

new London
Rye Beach
Tilton

n. Leslie Sawyer, Pres.
Richard D. Currier, Pres.
James E. Coons, Pres.

DUE
D--
DU--

W Baptist
W Nonprofit
M Nonprofit

1928 Three
1934 Two
1936 Two

175
86
22

0
2
12

NEW JERSEY

Publicly controlled

- *Monmouth Junior College
- *Union Junior College

Privately controlled

- *Bergen County, Jr. College of
- *Centenary Junior College
- *Essex Junior College
- Immaculate Conception Jr. Coll.
- *Morris Junior College
- *Newark Junior College
- *South Jersey, College of
- *Whitman Junior College§

Long Branch
Roselle

Teaneck
Hackensack

Newark
Lodi

Morristown
Newark

Camden
Newark

Edw. G. Schlaefter, Dean
Charles G. Cole, Dean

C. L. Littell, Pres.
R. J. Trevorrow, Pres.

Adolph M. Koch, Pres.
Sister M. Simplicita, Dean

Arthur Scott Platt, Pres.
David Bucharest, Pres.

Arthur E. Armitage, Pres.
C. Kemberton, Pres.

D--
D--

D--
D-M

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D--

W

C District
C District

C Nonprofit
W Methodist

C Nonprofit
W Catholic

C Nonprofit
C Nonprofit

C Nonprofit
W Proprietary

1933 Two
1933 Two

1933 Two
1929 Two

1937 Two
1941 Two

1933 Two
1938 Two

1927 Two
1937 Two

161
670

800
171

276
289

263
110

94
135

40
235

100
121

69
90

43
52

35
25

15
0

540
1

289
3

8
7

10
7

NEW MEXICO

Publicly controlled

- *New Mexico Military Institute

Roswell

D. C. Pearson, Supt.

-UN

M State

1914 Two

350

197

17

NEW YORK

Publicly controlled

- N. Y. State Agric. & Tech. Inst.
- N. Y. State Agric. & Tech. Inst.
- N. Y. State Agric. & Tech. Inst.
- N. Y. State Agric. & Tech. Inst.
- N. Y. State Inst. of Agric.
- N. Y. St. Inst. of Agric. & H. Ec.

Alfred
Canton

Delhi
Morrisville

Farmingdale
Cobleskill

Paul B. Orvis, Director
V. C. Whittemore, Director

Harland L. Smith, Director
M. B. Galbreath, Director

H. B. Knapp, Director
A. E. Champlin, Director

D--
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C State
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C State
C State

C State
C State

1936 Two
1941 Two

1937 Two
1910 Two

1941 Two
1937 Two

353
253

166
307

154
618

127
113

79
46

21
300

3
1

16
21

2
33

Privately controlled

- *Bennett Junior College
- *Briarcliff Junior College
- *Bryant & Stratton Bus. Inst., Inc.
- *Cazenovia Junior College
- *Concordia Collegiate Institute
- *Finch Junior College
- *McKeehn-Lunger Schl. of Com.
- *New York Business Institute

Millbrook
Briarcliff Manor

Buffalo
Cazenovia

Bronxville
New York City

Rochester
New York City

Courtney Carroll, Pres.
Doris L. Flick, Pres.

G. A. Spaulding, V. Pres.
B. C. Harrington, Pres.

Arthur J. Doege, Pres.
Mrs. J. C. Cosgrave, Pres.

E. C. Lungner, Bus. Mgr.
Edgar M. Stover, Director

D-M
D--

D--
D--²²

D--
D-M

D-M
D--²³

W Nonprofit
W Nonprofit

C Proprietary
C Methodist

C Lutheran
W Nonprofit

C Proprietary
C Nonprofit

1935 Two
1931 Two

1937 Two
1934 Three

1936 Two
1937 Two

1936 Two
1937 Two

112
56

782
84²⁴

100
230

313
362

41
18

55
48

16
36

109
362

2
9

17
12

1
10

28
12

* Active member of the American Association of Junior Colleges.

† Associate member of the American Association of Junior Colleges.

‡ For meaning of symbols in these columns see page 278.

§ No report. Data taken from 1941 Directory.

¶ P.E.O. Sisterhood.

²² Additional enrollment in twelfth grade, 14.

²³ Additional enrollment in lower two years, 122.

²⁴ Affiliated with Catholic University of America.

²⁵ Accredited as a business institute.

²⁶ Additional enrollment in twelfth grade, 10.

INSTITUTION†	LOCATION	ADMINISTRATIVE HEAD	ACCREDI- TATION†	CONTROL OR AFFILI- TION	YEARS IN- CLUDED	ENROLLMENT, 1940-41				FACULTY 1941-42	
						Total	Fresh.	Soph.	Other	Ful- Time	Part- Time
NEW YORK (Continued)											
†Pace Institute	New York City	Homer S. Pace, Pres.	D— ²⁸	C Nonprofit	Two	---	---	---	---	---	---
†Packard School	New York City	Louis A. Rice, Pres.	D— ²⁸	C Nonprofit	1937	72	40	32	0	4	3
*Packer Collegiate Institute	Brooklyn	Paul D. Shafer, Pres.	D—M	W Nonprofit	1919	120	60	52	8	4	33
†Rochester Business Institute	Rochester	Ernest W. Veigel, Jr., Pres.	D— ³⁹	C Nonprofit	1936	1597	478	174	945	22	28
NORTH CAROLINA											
Publicly controlled											
*Biltmore College	Asheville	J. J. Stevenson, Jr., Dean	DU—	C Local	1927	163	108	48	7	7	8
*N. Carolina, Gen. Coll. of U. of	Chapel Hill	Frank P. Graham, Pres.	DUS	C State	1935	2113	870	871	372	---	---
Privately controlled											
*Barber-Scotia Jr. Coll. (N)	Concord	L. S. Cozart, Pres.	D—S	W Presby.	1931	159	80	60	19	16	0
*Belmont Abbey College	Belmont	Cuthbert E. Allen, Rector	DUS	M Catholic	1929	246	81	63	102	28	6
*Boiling Springs Junior College	Boiling Springs	J. R. Cantrell, Pres.	---	C Baptist	1928	100	53	19	28	16	1
*Brevard College§	Brevard	Eugene J. Coltrane, Pres.	DU—	C Methodist	1934	430	234	189	7	34	0
*Campbell College	Buie's Creek	Leslie H. Campbell, Pres.	DUS	C Baptist	1926	302	212	86	4	11	14
†Chowan College	Murfreesboro	H. Haddon Dudley, Pres.	---	C Baptist	1937	74	30	44	0	10	0
*Edwards Military Institute	Salemberg	Mr. & Mrs. W. Jones, Pres.	D—	M Nonprofit	1935	109	59	50	0	3	16
Immanuel Lutheran Coll. (N)	Greensboro	H. Nau, Pres.	D—	C Lutheran	1931	49	23	21	5	5	0
*Lees-McRae College	Banner Elk	Edgar H. Tufts, Pres.	D—	C Presby. S.	1929	177	107	64	6	11	6
*Louisburg College	Louisburg	Walter Patten, Pres.	DU—	C Methodist	1915	296	232	58	6	23	0
*Mars Hill College	Mars Hill	Hoyt Blackwell, Pres.	DUS	C Baptist	1921	783	465	298	20	38	3
*Mitchell College	Statesville	Grace K. Ramsay, Pres.	DU—	C Presby. S.	1925	188	120	46	22	13	1
*Montreat College	Montreat	R. C. Anderson, Pres.	DU—	W Presby. S.	1933	277	128	93	56	15	4
*Oak Ridge Military Institute	Oak Ridge	T. O. Wright, Supt.	DU—	M Nonprofit	1933	154	92	35	27	9	0
*Peace Junior College	Raleigh	Wm. C. Pressly, Pres.	DU—	W Presby. S.	1918	223	123	57	43	8	12
*Pfeiffer Junior College	Misenheimer	W. S. Sharp, Pres.	DU—	C Methodist	1928	200	133	67	0	17	0
*Pineland College	Salemberg	Mr. & Mrs. W. Jones, Pres.	DU—	W Nonprofit	1927	146	53	31	62	6	15
*Presbyterian J.C. for Men, Inc.	Maxton	Louis C. LaMotte, Pres.	DU—	M Presby. S.	1929	210	72	36	102	10	5
Roanoke Collegiate Institute (N)	Elizabeth City	D. S. Nichols, Pres.	---	C Baptist	1896	70	7	19	44	4	0
*Sacred Heart Junior College	Belmont	Sister M. Raphael, Pres.	DU—	W Catholic	1935	67	20	22	25	11	0
St. Genevieve-of-the-Pines Jr. Col.	Asheville	Mother A. Foret, Pres.	DU—	W Catholic	1930	42	26	15	1	3	9
*St. Mary's Junior College	Raleigh	Mrs. E. Cruikshank, Pres.	DUS	W Episcopal	1918	214 ⁴⁴	116	59	39	22	2
*Wingate Junior College	Wingate	C. C. Burris, Pres.	DU—	C Baptist	1923	160	71	45	44	15	0
NORTH DAKOTA											
Publicly controlled											
Bismarck Junior College	Bismarck	Walter J. Swensen, Dean	DU—	C Local	1939	141	45	40	56	3	13

OHIO

Publicly controlled

*Toledo, Jr. Coll. of Univ. of

Privately controlled

Dayton YMCA College
Giffin College
*Mount Marie Junior College
*Oberlin School of Commerce
*Office Training School§
*Tiffin University
*Urbana Junior College

Devils Lake Junior College
 *No. Dakota School of Forestry
 *State Normal Industrial School
 *State School of Science

Toledo	R. L. Carter, Director
Dayton	Theo. J. Christensen, Insp.
Van Wert	C. G. Giffin, Director
Canton	Sister M. Annunciata,
Oberlin	J. H. Kutscher, Pres.
Columbus	R. E. Hoffhines, Pres.
Tiffin	F. J. Miller, Pres.
Urbana	Russell Eaton, Pres.

D--	C	Local	1941	Two	0	0	0	0	2	10
DU-	C	State	1925	Two	169	80	51	38	11	0
DU-	C	State	1936	Two	66	36	26	4	3	11
DU-	C	State	1903	Two	550	352	183	15	28	4

DUN	C	Local	1938	Two	213	122	68	23	11	0
D---	C	YMCA	1924	Two	1557	0	0	1557	8	61
---	C	Proprietary	1932	Two	72	41	29	22	3	5
---	W	Catholic	1940	Two	29	29	0	0	0	14
---	C	Proprietary	1936	Two	150	117	28	5	6	1
---	C	Proprietary	1930	Two	362	133	78	151	14	0
---	C	Nonprofit	1918	Two	233	146	71	16	10	2
---	C	NewChurch	1924	Two	35	26	8	1	6	0

OKLAHOMA

Publicly controlled

- *Altus College
- *Bartlesville Junior College
- *Bristow Junior College
- *Cameron State Agric. Coll.
- *Carnegie Junior College
- *Connors State Agric. Coll.
- *Duncan Junior College
- *Eastern Okla. A. & M. Coll.
- *El Reno Junior College
- *Holdenville Junior College
- *Kiowa County Junior College
- *Mangum Junior College
- *Murray State School of Agric.
- *Muskogee Junior College
- *Northeastern Okla. Jr. College
- *Northern Okla. Junior College
- *Oklahoma City Junior College

A. G. Steele, Pres.
Paul C. Norvell, Prin.
E. H. Black, Pres.
C. M. Conwill, Pres.
B. F. Johnson, Pres.
Jacob Johnson, Pres.
Dion C. Wood, Pres.
C. C. Dunlap, Pres.
Paul R. Taylor, Director
G. S. Sanders, Pres.
B. A. McElyea, Pres.
Elmer Fraker, Pres.
M. C. Courtney, Pres.
Bessie M. Huff, Dean
S. C. Percetull, Pres.
Loren N. Brown, Pres.
H. E. Wrinkle, Pres.

Local	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378
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* Active member of the American Association of Junior Colleges.

† Associate member of the American Association of Junior Colleges.

† For meaning of symbols in these columns see page 278.
‡ No report. Data taken from 1941 Directory.

³² Accredited as a business institute.

²⁴ Additional enrollment in lower two years, 61.

³⁵ Additional enrollment in lower two years, 537.

INSTITUTION†	LOCATION	ADMINISTRATIVE HEAD	ACCREDI- TATION‡	CONTROL OR AFFILIA- TION	ORGAN- IZED AS JR. COLL.	YEARS IN- CLUDED	ENROLLMENT, 1940-41			FACULTY 1941-42
							Total	Fresh.	Soph.	
									Full- Time	Part- Time
OKLAHOMA (Continued)										
*Oklahoma Military Academy	Claremore	John C. Hamilton, Pres.	D U—	M	1921	Two	124	75	48	1 20 0
*Oklahoma Western Jr. Coll.	Sayre	Oscar McMahan, Supt.	D U—	C	1938	Two	96	64	32	0 14
*Okmulgee Junior College	Okmulgee	R. F. Wyle, Dean	D U—	C	1926	Two	118	78	34	6 4
Sapulpa Junior College	Sapulpa	H. B. Kniseley, Dean	D U—	C	1932	Two	82	46	24	12 4 3
Seminole Junior College	Seminole	John G. Mitchell, Supt.	D U—	C	1931	Two	118	92	25	1 0 17
Shidler Junior College	Shidler	M. B. Nelson, Pres.	D U—	C	1936	One	25	25	0	0 0 5
Tillman County Junior College	Frederick	W. F. Randle, Pres.	D U—	C	1938	Two	65	45	20	0 0 8
Wetumka Junior College§	Wetumka	Howard H. Hart, Dean	D U—	C	1931	Two	65	37	23	5 2 4
*Woodward Junior College	Woodward	R. R. Russell, Director	D U—	C	1932	Two	87	51	24	12 1 14
Privately controlled										
*Bacone College (Indian)	Bacone	W. W. Dolan, Dean	D U—	C	1927	Two	65	45	20	0 7 7
*Monte Cassino Junior College	Tulsa	Sister M. Ursula, Pres.	D U—	W	1931	Two	104	99	2	3 5 17
St. Gregory's College§	Shawnee	Mark F. Braun, Pres.	—U—	M	1915	Two	22	13	9	0 1 10
OREGON										
Privately controlled										
*Multnomah College	Portland	Edward L. Clark, Pres.	D U W	C	1931	Two	917	468	144	305 21 18
*St. Helen's Hall Junior Coll.	Portland	Sister W. Lucia, Pres.	D U W	W	1932	Two	231	102	47	82 10 13
PENNSYLVANIA										
Publicly controlled										
*Altoona Undergraduate Center	Altoona	R. E. Eiche, Adm. Head	—U—	C	1939	Two	837	87	65	685 15 38
*DuBois Undergraduate Center	DuBois	Edwin W. Zoller, Adm. Hd.	—U—	C	1935	Two	157	80	51	26 15 0
*Hazleton Undergraduate Center	Hazleton	Coleman Hergel, Adm. Hd.	—U—	C	1934	Two	318	66	30	222 10 0
*Hershey Junior College	Hershey	A. G. Breidenstine, Dean	D—	C	1938	Two	160	63	38	59 10 11
*Schuylkill Undergrad. Center	Pottsville	R. W. Brewster, Adm. Hd.	—U—	C	1934	Two	123	71	32	20 11 0
Privately controlled										
*Alliance College	Cambridge Spgs.	John J. Kolasa, Pres.	D U M	M	1924	Four	112 ST	88	24	0 19 1
*Bucknell University Jr. Coll.	Wilkes-Barre	Eugene S. Farley, Director	D U M	C	1933	Two	436	101	80	255 17 3
*Erie Center, Univ. of Pitts.	Erie	J. Lloyd Mahony, Head	—U—	C	1928	Two	606	73	33	500 11 4
†Harcum Junior College	Bryn Mawr	Edith H. Harcum, Pres.	—	W	1933	Two	150	90	40	20 13 15
†Harrisburg Acad.-Jr. College	Harrisburg	Frank C. Baldwin, Hdm.	—	M	1933	Two	8	2	5	1 3 3
*Johnstown Center, Univ. of Pitts.	Johnstown	Viers W. Adams, Head	D U—	C	1927	Two	521	97	63	361 14 8
Linden Hall	Lititz	F. W. Stengel, Pres.	—	W	1936	Two	50	31	19	0 10 6

*Messiah Bible College	Grantham	A. W. Climenhaga, Dean	-U-	C	Breth.	Chr.	1920	Two	58	27	19	12	1	11
*Mount Aloysius Junior College	Cresson	Sister M. de Sales, Dean	D--	W	Catholic		1930	Four	43 ^a	30	33	0	7	7
*Ogontz Junior College	Rydal	Abby A. Sutherland, Pres.	-U-	W	Proprietary		1930	Two	74	42	28	4	35	8
*Penn Hall Junior College	Chambersburg	Frank S. Magill, Hdm.	-U-	W	Nonprofit		1926	Two	138	85	53	0	4	18
*St. John Kanty College	Erie	Stephen Krol, Pres.	-U-	M	Catholic		1928	Two	18	11	7	0	8	1
*Scranton-Keystone Jr. College	La Plume	B. S. Hollinshead, Pres.	DUM	C	Baptist		1934	Two	216	105	95	16	20	1
*Valley Forge Military Jr. Coll.	Wayne	Milton G. Baker, Supt.	D--	M	Nonprofit		1935	Two	98	65	33	0	10	16
†Washington Seminary	Washington	Jane C. Maxfield, Prin.	--	W	Nonprofit		1932	Two	43	16	14	13	0	11
Wildcliff Junior College	Swarthmore	H. M. Crist, Director	--	W	Proprietary		1920	Two	39	26	12	1	10	9
*Williamsport Dickinson Sem.	Williamsport	John W. Long, Pres.	DUM	C	Methodist		1929	Two	307	150	85	72	16	10
Wyomissing Polytechnic Inst.	Wyomissing	Arthur C. Harper, Pres.	DU-	C	Nonprofit		1933	Two	118	54	64	0	11	7
York Coll. Inst., Jr. Coll. of York	York	Lester F. Johnson, Pres.	--	C	Nonprofit		1941	Two	41	41	0	0	7	6

SOUTH CAROLINA

Privately controlled

*Anderson College	Anderson	Annie D. Denmark, Pres.	DU-	C	Baptist		1930	Two	350	122	71	157	20	2
Avery Institute (N)	Charleston	L. H. Bennett, Director	D--	C	Cong.-Chr.		1930	Two	75	40	35	0	6	4
Bettis Acad. and Jr. Coll. (N)	Trenton	A. W. Nicholson, Pres.	D--	C	Nonprofit		1930	Two	184	90	87	7	8	0
Clinton Junior College (N)	Rock Hill	Edward W. Brice, Pres.	D--	C	A.M.E.Z.		1933	Two	74	47	27	0	6	2
Coulter Memorial Jr. Coll. (N)	Cheraw	G. W. Long, Pres.	D--	C	Presby.		1933	Two	78	43	28	7	5	3
*Friendship Junior College (N)	Rock Hill	James H. Goudlock, Pres.	D--	C	Baptist		1933	Two	285	96	86	103	12	1
*North Greenville Jr. College	Tigerville	M. C. Donnan, Pres.	DU-	C	Baptist		1934	Two	129	88	39	2	7	7
*Our Lady of Mercy Jr. Coll.	Charleston	Sister M. Genevieve, Dean	D--	W	Catholic		1935	Two	23	8	6	9	4	4
Summerland Jr. Bible College	Batesburg	T. R. Westervelt, Pres.	--	C	Proprietary		1938	Two	12	10	2	0	1	3
*Textile Industrial Institute	Spartanburg	R. B. Burgess, Pres.	DU-	C	Methodist		1927	Two	357	217	138	2	11	0
*Voorhees N. and I. School (N)	Denmark	J. E. Blanton, Prin.	D--	C	Episcopal		1929	Two	152	101	47	4	4	11
Wesleyan Meth. Coll. of Central	Central	John F. Childs, Pres.	D--	C	Wes. Meth.		1928	Two	43	26	15	2	0	9

SOUTH DAKOTA

Privately controlled

Freeman Junior College	Freeman	John D. Unruh, Pres.	DU-	C	Mennonite		1927	Two	64	50	14	0	2	6
Mount Marty Junior College	Yankton	Mother M. Jerome, Pres.	DU-	W	Catholic		1936	Two	60	42	18	0	6	8
Notre Dame Junior College	Mitchell	J. M. Brady, Pres.	DU-	C	Catholic		1922	Two	112	90	10	12	2	6
*Sioux Falls College	Sioux Falls	Barrett Lowe, Pres.	-UN	C	Baptist		1941	Two	0	0	0	0	23	2
Wessington Springs College	Wessington Spgs.	W. A. Harden, Pres.	DU-	C	Fr. Meth.		1913	Two	103	57	22	24	10	2

* Active member of the American Association of Junior Colleges.

† Associate member of the American Association of Junior Colleges.

‡ For meaning of symbols in these columns see page 278.

§ No report. Data taken from 1941 Directory.

^a Polish National Alliance.

²⁷ Additional enrollment in lower two years, 23.

²⁸ Additional enrollment in lower two years, 37.

INSTITUTION†	LOCATION	ADMINISTRATIVE HEAD	ACCREDI- TATION‡	CONTROL OR ORG. AFFILI- ATION	YEARS IN- CLUDED	ENROLLMENT, 1940-41				FACULTY 1941-42			
						Total	Fresh.	Soph.	Other	Ful- Time	Part- Time		
TENNESSEE													
<i>Publicly controlled</i>													
*Tennessee Jr. College, Univ. of	Martin	Paul Meek, Exec. Officer	DUS	C	State	1927	Two	368	208	148	12	26	3
<i>Privately controlled</i>													
*Castle Heights Military Academy	Lebanon	H. L. Armstrong, Pres.	—U—	M	Nonprofit	1941	Two	60	60	0	0	—	—
†Christian Brothers College	Memphis	Brother I. Leo, Dean	—	M	Catholic	1940	Two	18	18	0	0	11	7
*Cordell Hull Junior College	Livingston	J. C. Taylor, Pres.	—	C	Nonprofit	1941	Two	38	35	0	3	0	9
*David Lipscomb College	Nashville	E. H. Ijams, Pres.	DU—	C	Ch. of Chr.	1917	Two	377	226	136	15	21	11
*Freed-Hardeman College	Henderson	N. B. Hardeman, Pres.	DU—	C	Ch. of Chr.	1925	Two	293	140	97	56	15	0
*Hiwassee College	Madisonville	T. A. Frick, Pres.	DU—	C	Methodist	1908	Four	215 ³⁰	93	76	46	12	4
*Martin Junior College	Pulaski	J. H. Swann, Pres.	DU—	C	Methodist	1914	Four	170	99	61	10	14	0
*Morristown N. & I. Jr. Coll. (N)	Morristown	J. W. Haywood, Pres.	D—	C	Methodist	1923	Two	78	45	32	1	12	1
*Peabody Junior College	Nashville	Joseph Roemer, Dean	DUS	C	Nonprofit	1931	Two	337	—	—	—	31	0
*Southern Junior College	Collegedale	J. C. Thompson, Pres.	DUS	C	7th D. Adv.	1916	Two	189	135	37	17	4	18
*Swift Memorial Jr. College (N)	Rogersville	R. E. Lee, Pres.	D—	C	Presby.	1929	Two	66	49	17	0	3	6
*Tennessee Wesleyan College	Athens	James L. Robb, Pres.	DUS	C	Methodist	1906	Two	269	130	101	38	22	2
*Ward-Belmont School	Nashville	Joseph E. Burk, Pres.	DUS	W	Proprietary	1913	Two	415	191	112	102	36	13
TEXAS													
<i>Publicly controlled</i>													
*Amarillo College	Amarillo	J. F. Mead, Pres.	DUS	C	Local	1929	Two	626	296	134	196	23	3
Blinn College	Brenham	Chas. F. Schmidt, Pres.	DU—	C	District	1927	Two	173	99	46	28	10	0
Brownsville Junior College§	Brownsville	Ben L. Brite, Pres.	DUS	C	Local	1926	Two	162	103	49	10	1	16
Cisco Junior College	Cisco	H. R. Garrett, V. Pres.	D—	C	Local	1940	Two	148	63	24	61	103	47
Clarendon Junior College	Clarendon	H. T. Burton, Pres.	DU—	C	Local	1927	Two	119	78	41	0	2	9
*Corpus Christi Junior College	Corpus Christi	M. P. Baker, Pres.	DU—	C	Local	1935	Two	424	167	60	197	14	4
Edinburg Junior College	Edinburg	R. P. Ward, Director	DUS	C	Local	1927	Two	290	219	71	0	14	0
*Gainesville Junior College	Gainesville	H. O. McCain, Pres.	DU—	C	Local	1924	Two	155	102	43	10	3	15
*Hardin Junior College	Wichita Falls	Geo. M. Cruisinger, Pres.	DUS	C	District	1922	Two	491	282	124	85	31	2
*Hillsboro Junior College	Hillsboro	L. W. Hartfield, Pres.	DU—	C	Local	1923	Four	383 ³⁰	173	133	77	22	3
*Houston Junior College	Houston	N. K. Dupre, Dean	DU—	C	Local	1927	Two	709	398	311	0	28	15
*John Tarleton Agric. College	Stephenville	J. Thomas Davis, Dean	DUS	C	State	1917	Four	1736 ³⁴	835	469	432	88	0
*Kilgore College	Kilgore	B. E. Masters, Dean	DUS	C	Local	1935	Two	740	407	273	60	28	1
*Lamar College	Baumont	John E. Gray, Director	DUS	C	Local	1923	Two	711	429	123	159	21	2
*Lee Junior College	Goose Creek	N. S. Holland, Pres.	DU—	C	District	1934	Two	324	231	65	28	12	12
North Texas Jr. Agric. College	Arlington	Edward E. Davis, Dean	DUS	C	State	1917	Two	3698	1450	351	1875	76	2

*Paris Junior College	Paris	J. R. McLemore, Pres.	DUS	Two	650	318	202	130	21	4
*Ranger Junior College	Ranger	G. C. Boswell, Pres.	DUS	Two	167	103	54	10	3	14
*San Angelo Junior College	San Angelo	Wilson H. Elkins, Pres.	DUS	Two	343	230	71	42	18	2
*San Antonio Junior College	San Antonio	J. O. Loftin, Pres.	DUS	Two	279	200	79	0	14	1
*Temple Junior College	Temple	Geo. H. Gentry, Pres.	DUS	Two	133	70	46	17	2	13
*Texarkana College	Texarkana	H. W. Stilwell, Pres.	DUS	Two	185	116	60	9	5	7
*Tyler Junior College	Tyler	J. M. Hodges, Pres.	DUS	Two	305	172	83	50	7	14
*Victoria Junior College	Victoria	J. D. Moore, Dean	DUS	Two	262	34	140	88	5	13

Privately controlled

Butler College (N)	Tyler	Isaiah Jackson, Pres.	D--	Two	200	120	65	15	12	0
Clifton Junior College [§]	Clifton	C. Tyssen, Pres.	DUS	Two	87	52	32	3	7	0
Conroe N. and I. College (N)	Conroe	Wm. A. Johnson, Pres.	--	Two	116	30	11	75	9	6
Decatur Baptist College	Decatur	J. L. Ward, Pres.	DUS	Two	181	111	59	11	8	0
*Hockaday Junior College	Dallas	Ela Hockaday, Pres.	DUS	Two	158	88	57	13	10	16
Lon Morris College [§]	Jacksonville	C. E. Peeples, Pres.	DUS	Two	300	168	106	26	12	0
Marshall, College of	Marshall	F. S. Groner, Pres.	DUS	Two	290	150	98	42	17	0
Mary Allen Junior College (N)	Crockett	T. B. Jones, Pres.	D--S	Two	154	70	83	1	11	1
Our Lady of Victory College	Fort Worth	Sister M. Albertine, Pres.	DUS	Two	122	54	33	35	12	10
*St. Philip's Junior College (N)	San Antonio	Artemesia Bowden, Pres.	D--	Two	153	86	63	4	11	2
*Schreiner Institute	Kerrville	J. J. Delaney, Pres.	DUS	Two	436	218	118	0	16	9
Southwestern Junior College	Keene	H. H. Hamilton, Pres.	--	Two	139	98	31	10	18	2
Terrill Junior College	Dallas	S. M. Davis, Hdm.	--	Two	51	25	6	20	0	7
*Texas Lutheran College	Seguin	Wm. F. Kraushaar, Pres.	DUS	Two	197	112	65	20	12	4
Texas Military College	Terrell	Mrs. Louis C. Perry, Pres.	DUS	Two	77	52	25	0	11	0
*Wayland Baptist College	Plainview	G. W. McDonald, Pres.	DUS	Two	247	145	102	0	10	2
Weatherford College	Weatherford	Clarence A. Sutton, Pres.	DUS	Two	389	134	99	156	16	1
Westminster College	Tehuacana	Sprigge Harwood, Pres.	DUS	Two	112	65	34	13	7	1

UTAH

Publicly controlled

*Carbon College	Price	Elden B. Sessions, Pres.	DUS	Four	267 ⁴⁸	157	47	63	16	8
*Dixie Junior College	St. George	Glen E. Snow, Pres.	DUS	Four	276 ⁴⁸	139	100	37	4	22
*Snow College	Ephraim	James A. Nuttall, Pres.	DUS	Four	274 ⁴⁸	191	77	6	9	13
Utah, Branch Agric. College of	Cedar City	H. Oberhansley, Director	DUS	Three	557	208	107	242	20	2
*Weber College	Ogden	H. A. Dixon, Pres.	DUS	Two	1915	777	325	813	71	6

Privately controlled

*Westminster College	Salt Lake City	Robert D. Steele, Pres.	DUS	Four	116 ⁴⁸	62	51	3	20	5
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* Active member of the American Association of Junior Colleges.

† Associate member of the American Association of Junior Colleges.

‡ For meaning of symbols in these columns see page 278.

§ No report. Data taken from 1941 Directory.

⁴⁸ Additional enrollment in lower two years, 24.

⁴⁰ Additional enrollment in lower two years, 295.

⁴¹ Additional enrollment in lower two years, 118.

⁴² Additional enrollment in lower two years, 612.

⁴³ Additional enrollment in lower two years, 211.

⁴⁴ Additional enrollment in lower two years, 83.

⁴⁵ Additional enrollment in lower two years, 24.

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD	ACCREDI- TATION†	CONTROL OR AFFILIA- TION	ORGAN- IZED AS YR. COLL.	YEARS IN- CLUDED	ENROLLMENT, 1940-41				FACULTY 1941-42	
							Total	Fresh.	Soph.	Other	Full- Time	Part- Time
VERMONT												
<i>Privately controlled</i>												
*Goddard College	Plainfield	Royce S. Pitkin, Pres.	-U-	C	Nonprofit	1935	46 ⁴⁸	33	11	2	18	0
*Green Mountain Jr. College	Poultney	Jesse P. Bogue, Pres.	-UE	C	Methodist	1931	335	175	121	39	26	1
*Vermont Junior College	Montpelier	John H. Kingsley, Pres.	DU-	C	Methodist	1937	141 ⁴⁷	60	26	55	20	3
VIRGINIA												
<i>Publicly controlled</i>												
*Norfolk Div., Coll. Wm. & Mary	Norfolk	C. J. Duke, Jr., Director	D-S	C	State	1930	1134	321	153	660	25	12
<i>Privately controlled</i>												
*Arlington Hall Junior College	Arlington	Carrie Sutherland, Pres.	DU-	W	Nonprofit	1927	117	72	45	0	13	6
*Averett College	Danville	Curtis Bishop, Pres.	DUS	W	Baptist	1914	321	151	54	116	26	1
*Blackstone College	Blackstone	J. Paul Glick, Pres.	DU-	W	Methodist	1915	142	88	47	7	7	14
*Bluefield College	Bluefield	Edwin C. Wade, Pres.	DU-	C	Baptist	1922	283	161	118	4	17	3
*Eastern Mennonite School	Harrisonburg	John L. Stauffer, Pres.	D--	C	Mennonite	1921	65	30	19	16	2	11
*Fairfax Hall Junior College	Waynesboro	W. B. Gates, Pres.	DU-	W	Proprietary	1932	74	37	16	21	3	14
*Ferrum Junior College	Ferrum	J. A. Chapman, Pres.	D--	C	Methodist	1913	244	---	---	244	18	0
*Marion College	Marion	H. J. Rhyne, Pres.	DU-	W	Lutheran	1913	141 ⁴⁸	70	41	30	16	4
*St. Paul N. and I. School (N)	Lawrenceville	J. Alvin Russell, Prin.	D--	C	Episcopal	1928	119	83	28	8	7	3
*Shenandoah College	Dayton	Wade S. Miller, Pres.	DU-	C	Un. Breth.	1923	134	79	51	4	10	2
*Southern College	Petersburg	Arthur K. Davis, Pres.	--	W	Nonprofit	1912	40	---	---	40	0	12
*Southern Sem. and Jr. College	Buena Vista	Robert Lee Durham, Pres.	DU-	W	Proprietary	1927	132	93	36	3	8	13
*Stratford College	Danville	John C. Simpson, Pres.	DU-	W	Nonprofit	1930	166	50	30	86	5	17
*Sullins College	Bristol	W. E. Martin, Pres.	DUS	W	Nonprofit	1917	345	220	85	40	48	0
*Virginia Intermont College	Bristol	H. G. Noffsinger, Pres.	DUS	W	Baptist	1912	480	222	143	115	26	5
WASHINGTON												
<i>Publicly controlled</i>												
*Centralia Junior College	Centralia	Margaret Corbet, Dean	DU-	C	Local	1925	167	79	56	32	0	10
*Clark Junior College	Vancouver	Paul F. Gaiser, Pres.	DU-	C	Local	1933	117	62	32	23	6	2
*Everett Junior College	Everett	Geo. N. Porter, Dean	DU-	C	Local	1941	0	0	0	0	5	4
*Grays Harbor Junior College	Aberdeen	Lewis C. Tidball, Pres.	DU-	C	Local	1930	214	122	92	0	8	7
*Lower Columbia Junior College	Longview	T. D. Schindler, Pres.	DU-	C	Local	1934	183	69	60	54	7	11
*Mount Vernon Junior College	Mount Vernon	Charles H. Lewis, Dean	DU-	C	Local	1926	160	118	40	2	5	8
*Wenatchee Junior College	Wenatchee	W. B. Smith, Pres.	DU-	C	Local	1939	142	72	48	22	4	8
*Yakima Valley Junior College	Yakima	Elizabeth Prior, Pres.	DU-	C	Local	1928	218	109	86	23	12	3

College	President	DU—	C	Local	1928	Two	1933	Two	318	104	44	170	6	9
<i>Privately controlled</i>														
*Spokane Junior College	G. H. Schlauch, Pres.	—U—	C	Nonprofit	1933	Two			318	104	44	170	6	9
WEST VIRGINIA														
<i>Publicly controlled</i>														
*Potomac State School	Ernest E. Church, Pres.	DUN	C	State	1921	Two			328	186	142	0	21	1
<i>Privately controlled</i>														
*Beckley College	J. L. Bumgardner, Pres.	D—	C	Nonprofit	1933	Two			525	400	125	0	14	12
*Greenbrier College	F. W. Thompson, Pres.	D—	W	Presby.	1902	Four			110 ⁴⁰	49	25	36	20	0
Greenbrier Military School	H. B. Moore, Dean	D—	M	Proprietary	1933	Two			81	65	6	10	3	7
WISCONSIN														
<i>Publicly controlled</i>														
Rhineland Junior College	Ralph J. Keen, Director	—U—	C	State	1934	Two			30	22	8	0	0	4
Vocational Junior College	W. F. Rasche, Director	—U—	C	Local	1934	Two			387	272	61	54	3	44
Wisconsin, Ext. Div. of Univ. of	C. M. Purin, Director	—UN	C	State	1908	Two			3620	463	222	2935	60	53
<i>Privately controlled</i>														
Concordia College	Leroy C. Rincker, Pres.	—U—	M	Lutheran	1890	Two			61	32	29	0	10	0
Edgewood College	Sister Rose Catherine, Pres.	—U—	W	Catholic	1928	Two			300	30	25	245	20	5
*Salvatorian Seminary	Solanus Freischmidt, Rec.	—U—	M	Catholic	1909	Two			35	16	19	0	0	7
*Wayland Junior College	Stanley C. Ross, Pres.	—U—	C	Baptist	1936	Two			33	18	12	3	0	12

* Active member of the American Association of Junior Colleges.

† For meaning of symbols in these columns see page 278.

‡ No report. Data taken from 1941 Directory.

⁴⁰ Additional enrollment in lower two years, 18.

⁴¹ Additional enrollment in lower two years, 24.

⁴² Additional enrollment in lower two years, 9.

⁴³ Additional enrollment in lower two years, 40.

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Florida State College for Women, Tallahassee, Florida

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DELTA PSI OMEGA
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Margaret Perrott, President, 170 3/4 S. Washington Street, Tiffin, Ohio
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32 Abernethy Drive, Trenton, New Jersey
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Superintendent of Public Instruction, Salt Lake City, Utah
L. W. SMITH
1036 Park Hills Road, Berkeley, California
JOHN D. UNRUH
Freeman Junior College, Freeman, South Dakota
S. C. YLVISAKER
Bethany Lutheran College, Mankato, Minnesota

Directory of Junior College Societies

Honorary Societies

Alpha Mu Gamma

Collegiate foreign language honorary society
Organized—1931; international, 1934
Existing chapters—14
President—MEYER KRAKOWSKI, Los Angeles City College, Los Angeles, California
Corresponding Secretary—LOREN M. HENDRICKSON, Los Angeles City College, Los Angeles, California
Executive Secretary—STELLA LOVERING, Los Angeles City College, Los Angeles, California
Publication—*Alpha Mu Gamma Scroll*, published semiannually; editor, HELEN SCHACKER; advisor, STELLA LOVERING
Inquiries should be addressed to the corresponding secretary

Alpha Pi Epsilon

Honorary secretarial society
Organized—1933
Existing chapters—17
President—GEORGE LARSON, Larson Junior College, New Haven, Connecticut
Secretary—HELEN MCKELVEY, Los Angeles City College, Los Angeles, California
Publication—*Alpha Pi Epsilon Notes*, published annually; editor, LOGAN HART, Los Angeles City College, Los Angeles, California
Inquiries should be addressed to FLORENCE M. MANNING, 856 North Edgemont Street, Los Angeles, California
Approved by American Association of Junior Colleges, 1942

Beta Phi Gamma

National honorary coeducational journalistic fraternity, affiliated with Alpha Phi Gamma, national senior college coeducational journalistic fraternity
Organized—1933
Existing chapters—22
President—DERRILL PLACE, Glendale Junior College, Glendale, California
Executive Secretary—J. HAL WALTERS, San Bernardino Valley Junior College, San Bernardino, California
Publications—*The Mouthpiece*, published semiannually; editor, ROYAL K. SANFORD, Visalia Junior College, Visalia, California; *Black and White*, official publication of both jun-

ior and senior college fraternities, published annually; editor, MRS. IOLA RUST, 419 Sterling Place, Madison, Wisconsin
Inquiries should be addressed to the executive secretary

Delta Psi Omega

Honorary dramatic fraternity
Organized—1927
Existing chapters—151
President—IRENE CHILDREY HOCH, Modesto Junior College, Modesto, California
Secretary—PAUL F. OPP, Box 347, Fairmont, West Virginia
Publication—*The Playbill of Delta Psi Omega*, published annually (autumn); editor, PAUL F. OPP.
Inquiries should be addressed to the secretary

Phi Rho Pi

Forensic honorary society, affiliated with Tau Kappa Alpha and Pi Kappa Delta, national senior college forensic societies
Organized—1928
Existing chapters—90
President—P. MERVILLE LARSON, North Park College, Chicago, Illinois
Secretary—SYLVIA D. (Mrs. C. E.) MARINER, Britton, Oklahoma
Publications—*Phi Rho Pi Persuader*, published monthly; editor, WILLIAM EVANS, Pasadena Junior College, Pasadena, California; *The Speaker*, official publication of both junior and senior societies
Inquiries should be addressed to the secretary
Approved by American Association of Junior Colleges, 1930

Phi Theta Kappa

General scholastic honorary society
Organized—1918
Existing chapters—91
President—RAYMOND JENKINS, Hardin Junior College, Wichita Falls, Texas
Secretary—MRS. MARGARET MOSAL, Canton, Mississippi
Publication—*The Golden Key of Phi Theta Kappa*, published quarterly; editor, HARRY ROWLAND, Jordan Printing Company, Little Rock, Arkansas
Inquiries should be addressed to the secretary
Approved by American Association of Junior Colleges, 1930

Rho Delta Epsilon

Political science honorary society

Organized—1931

Existing chapters—four active; one alumni

President—DAVID FAIRBROTHER, 205 E. Fairview Boulevard, Inglewood, California

Secretary—JANE KNOX, 1114 N. Madison, Los Angeles, California

Inquiries should be addressed to the secretary (Information taken from *American Junior Colleges*.)

Zeta Sigma Pi

Social science honorary fraternity, junior and senior colleges

Organized—1935

Existing chapters—27, of which nine are in junior colleges

Honorary President—J. EDGAR HOOVER, Federal Bureau of Investigation, Washington, D. C.

Executive Secretary—R. D. MACNITT, Wilmington College, Wilmington, Ohio

Publications—*Blue and Gold*, published annually; *Zeta Sigma Pi News*, published monthly

Inquiries should be addressed to the executive secretary

Social Organizations

National Junior College Panhellenic

A federation of the national social sororities in the junior college field

Organized—1914

Executive Chairman—MRS. ANTHONY E. BOTT, 1317 Pennsylvania Avenue, East St. Louis, Illinois

Secretary-Treasurer—MARY CATHERINE BORK, Tiffin University, Tiffin, Ohio

Standing committees, with chairmen as follows:

Eligibility and Nationalization—MRS. HAROLD E. ERF, 429 N. Lombard Avenue, Oak Park, Illinois

Publicity—MARY CATHERINE BORK, Tiffin University, Tiffin, Ohio

Scholarship Standards Survey—MRS. ANTHONY E. BOTT, 1317 Pennsylvania Avenue, East St. Louis, Illinois

Social Conditions on Campus—MRS. WILLIAM H. RANDALL, 1922 Rolston Street, Independence, Missouri

Publication—*The Panhellenic Bulletin*, published annually

Inquiries should be addressed to the executive chairman

Eta Upsilon Gamma

Organized—1901

Existing chapters—9 active; 10 alumnae

President—MRS. HAROLD E. ERF, 429 N. Lombard Avenue, Oak Park, Illinois

Secretary—MRS. WILL K. NORTON, 495 Ockley Drive, Shreveport, Louisiana

Publications—*The Adamas*, published annually; editor, MRS. SIM B. COMFORT, 5646 Kingsbury Avenue, St. Louis, Missouri; *Pledge Information*, published annually; editor, MRS. HAROLD E. ERF

Inquiries should be addressed to the president

Kappa Delta Phi

Organized—1921

Existing chapters—two active; seven inactive
President—MARGARET PERROTT, 170 3/4 S. Washington Street, Tiffin, Ohio

Secretary—ANN L. MAMMELE, 2714 Harrison Street, Wilmington, Delaware

Publications—*The Torch*, published biennially; *The Eagle's Wing*, published quarterly; editor, MARY CATHERINE BORK, Tiffin College, Tiffin, Ohio

Inquiries should be addressed to the president

Phi Sigma Nu

Organized—1927

Existing chapters—three active; one alumni
President—EDWARD R. MCGUIRE, 2534 West 83rd Street, Chicago, Illinois

Secretary—B. NISLE MEYER, 142 Arlington Avenue, Jersey City, New Jersey

Publication—*The Phi Sigma Nu*, published semiannually; co-editors, SHERMAN KEELY, JR., 1052 N. Harding Avenue, Chicago, Illinois, and ROBERT KINN, JR., 4918 N. Wolcott Street, Chicago, Illinois

Inquiries should be addressed to the president

Sigma Iota Chi

Organized—1903

Existing chapters—20 active; 12 alumnae

President—MRS. ANTHONY E. BOTT, 1317 Pennsylvania Avenue, East St. Louis, Illinois

Secretary—MRS. NOEL DELPORTE, 1057 Roth Avenue, St. Louis, Missouri

Publications—*The Parchment*, published quarterly; editor, MRS. WILLIAM HAIRRELL, Woodward Avenue, Athens, Tennessee; *The Scroll*, published five times a year; editor, MRS. DELPORTE

Inquiries should be addressed to the president

Zeta Mu Epsilon

Organized—1921

Existing chapters—three active; three alumnae
President—MRS. RUSH D. HOLT, Weston, West Virginia

Secretary—MRS. T. T. MACLIVER, 738 W. Baca Street, Trinidad, Colorado

Publications—*The Evergreen*, published annually; *Zeta Mule*, newsletter, published annually; editor, MRS. ANGELINE H. ORR, 235 E. Superior Street, Chicago, Illinois

Inquiries may be addressed either to the president or to the secretary